DOCUMENT RESUME

ED 366 427 PS 021 971

AUTHOR Cadwallader, Kathleen Karen
TITLE Improving Faculty and Staff Relationships at an Elementary School Site through a Collegiality Program.
PUB DATE 93
NOTE 222p.; Ed.D. Practicum Report, Nova University. Photographs will not reproduce clearly.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Collegiality; Cooperation; Elementary Education; *Elementary School Teachers; *Interpersonal Relationship; Questionnaires; *School Personnel; *Staff Development; Teamwork; Work Environment

ABSTRACT

A practicum project was designed to improve communications, exchange of ideas, and interpersonal relationships among 37 teachers and school staff members in a rural elementary school in an economically depressed area. Monthly "spotlight" gatherings were held, featuring ethnic foods, experiential activities, demonstrations, and discussions of classroom operations, strategies, and procedures. Follow-up projects and teacher-staff team activities also were utilized. Pre- and postintervention surveys indicated that the vast majority of teachers and staff members felt that the project had improved communication, sharing, and teacher-staff relations at the school. Twenty-four appendixes provide copies of various forms, documents, questionnaires, and photographs used and produced by teacher-staff relations program. Contains 38 references. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED 366 427

IMPROVING FACULTY AND STAFF RELATIONSHIPS AT AN ELEMENTARY SCHOOL SITE THROUGH A COLLEGIALITY PROGRAM

by

Kathleen Karen Cadwallader

Cluster 37

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kathleen K. Cadwallader
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Practicum II Report presented to the
ED.D Program in Child and Youth Studies in
Fulfillment of the Requirements for the
Degree of Doctor of Education

Nova University

1993

PS 021971

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Jamis Gordon
Jamis Gordon

Title: Principal Brown Elementary School
Eastpoint, Florida

October 9, 1993
Date

This practicum report was submitted by Kathleen K. Cadwallader under the direction of the adviser listed below. It was submitted to the Ed.D program in Child and Youth Studies and approved in fulfillment of the requirements for the degree for Doctor of Education at Nova University.

Approved:

10-26-93
Date of Final Approval
of Report

Georgianna Lowen
Georgianna Lowen, Ed.D
Adviser

ACKNOWLEDGMENT

Without the cooperation and help from the principal, Janis Gordon and support from the teachers and school personnel who have helped greatly, this project would not have been successful.

Kathleen K. Cadwallader

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS iii

TABLE OF CONTENTS. iv

LIST OF TABLES v

ABSTRACT vii

Chapter

I. INTRODUCTION 1

Description of Work Setting 1
Writer's Work Setting an Role 4

II. STUDY OF THE PROBLEM 6

Problem Description 6
Problem Documentation 10
Causative Analysis 14
Relationship of the Problem to the Literature 17

III. ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 45

Goals and Expectations 45
Behavioral Objectives 45
Measurement of Objectives 46

IV. SOLUTION STRATEGY 53

Discussion and Evaluation of Solution . . 53
Description for Selected Solution 64
Calendar Plan 76
Report of Action Taken 76

REFERENCES 138

Appendices

A SPOTLIGHT PROGRAM NEEDS ASSESSMENT. 142

B SPOTLIGHT PROGRAM QUESTIONNAIRE 144

C SPOTLIGHT PROGRAM EVALUATION 146

D PORTFOLIO GUIDELINES CHECKLIST. 148

E POSITIVE FEEDBACK FORM ON PRESENTATIONS . . 150

F TEAM CONFERENCE FORM 152

G AGENDA 154

H SPOTLIGHT GATHERING MEETING AREA (CAFETERIA) 157

I SPOTLIGHT ATTENDANCE SHEET AND CHECKLIST 163

J TEAM PICTURES 167

K SPOTLIGHT PRESENTATION PACKETS 169

L SPOTLIGHT PRESENTATION OUTLINE 171

M SPOTLIGHT PROGRAM INVITATIONS 175

N SPOTLIGHT PROGRAM PRIZES 178

O SPOTLIGHT GATHERING FOOD FEAST 180

P SPOTLIGHT GREETING 184

Q SPOTLIGHT PRESENTERS 186

R ODYSSEY OF THE MIND PROBLEM 193

S TECHNOLOGY AND COMPUTERS 195

T ACTIVITIES: PHONE BOOK, AFRICAN NECKLACE, AND COLLEAGUE MAP 197

U MEXICAN ACTIVITIES 201

V MARDI GRAS MASKS 203

W VIKING FLOWER EXCHANGE 206

X HAWAIIAN LAUA AND PORTFOLIO'S 208

LIST OF TABLES

Tables

1 Response Calculation Per Dimension Measured (Spotlight Program Needs Assessment). 11

2 Summary of the Spotlight Program Questionnaire. 117

3 Summary of the Spotlight Program Evaluation 121

4 Summary of Portfolio Guidelines Checklist 124

ABSTRACT

Improving Faculty and Staff Relationships at an Elementary School Site Through A Collegiality Program.
Cadwallader, Kathleen K., 1993: Practicum II Report, Nova University, Ed.D. Program In Child And Youth Studies.
Descriptors: Collegiality/ Collaborative Schools/ Cooperate Staff/ School Work Environment/School Organization/ Interpersonal Relationships/Teamwork/ Elementary Schools/ Teacher Cooperation/Professional Isolation/Staff Development/ Cooperative Learning

This practicum was designed to improve on-going communications, sharing and exchanging of ideas and to promote interpersonal relationships between all teachers and school personnel. The writer administered a survey to determine the needs of all teachers and school personnel working at this school site.

Then a program was designed by the writer to create a climate for all teachers and school personnel to feel comfortable with one another and to be able to work effectively together. A regular part of the program incorporated teachers and school personnel as facilitators to increase the utilization of resources, sharing and the exchange of ideas within this school's workplace. A portfolio, designed by team members, documented knowledge of new ideas and a better understanding of the importance of frequent communication. The portfolio, along with team observations and individual evaluations determined the effectiveness of the program.

The outcomes of this practicum were very positive. All three objectives were reached successfully and were surpassed in some areas. In addition, there were many unexpected gains with potential long term effects for the benefits of this school site. The data from this practicum strongly demonstrated the following: a.) collegial relationships among all schoolpeople created an environment for working more effectively rather than in an isolated atmosphere; b.) all staff members as facilitators can present information to increase the knowledge of others and create a change toward the implementation of new instructional methods and ideas for sharing among all schoolpeople; c.) new approaches to assessment can be introduced, tried and utilized easier at a school site through team interaction and positive feedback.

******

Permission Statement

As a student in the Ed.D Program in Child and Youth Studies, I do (X) do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling and mailing of the materials.

Oct 6 1993
(date)

Kathleen K Cadwallader
(Signature)

CHAPTER I

Introduction

Description of Work Setting and Community

The setting for this practicum was situated in an elementary school located in a panhandle of the state. The enrollment for September 1992 was 260 students ranging from prekindergarten through the sixth grade. The students were served by a principal, curriculum specialist/counselor, three specialists, one each in media, music and physical education. Also serving the school were two Chapter I reading teachers and one part-time speech teacher. There were two male teachers, 15 female teachers, six female paraprofessionals, two female secretaries, three female cafeteria workers, one female custodian, one male custodian and one male maintenance worker. The distribution of the faculty and school personnel by race and sex consisted of four White males, zero Black males, 32 White females, and one Black female. Four teachers had a dual certification in early childhood education and elementary education, two teachers were certified in early childhood education, 17 teachers hold an elementary education certificate. The number of teachers with a master's degree was twelve in the areas of reading, early childhood education, gifted education, special education, administration of children's programs, and speech therapy; the number with a bachelor's degree is 11.

The classroom experience of the faculty in this school included eight teachers who had from 17 to 22 years of experience, eleven teachers who had three to nine years experience, and four teachers who had less than two years experience. The classroom experience of the paraprofessionals included eight paraprofessionals two of whom had from 17 to 22 years of experience and six paraprofessionals who had from three to ten years experience. The secretaries, custodians, maintenance worker, and one cafeteria manager had from 17-22 years experience, and two cafeteria workers had six or less years experience at this school site.

The student population was made up of an ethnic group which was all White. According to the Free and Reduced Lunch Program (1990), 94 percent of the student population were classified as low income and qualify for participation in the free and reduced lunch program. Sixteen percent of these students were low income, and five percent were classified as middle income according to the County Comprehensive Plan of 1985 (Free and Reduced Lunch, 1990).

The socio-economic climate of the community was below the middle class standard. The mean annual income for seafood workers in the state was $9,989. A nearby bay supported major fisheries for various types of seafood. Between 60 and 80 percent of the local people made a living directly from fishing. The population of this community was approximately 1600 people. The ethnic groups that comprised the community were 99 percent White with a one percent Black population (County Comprehensive Plan, 1990).

This county was classified as an economically depressed area with 23.6 percent of the families below the poverty level (County Comprehensive Plan, 1990). The community was in an economical status that offered an income below middle class because of the lack of industry within the area, and also in the surrounding areas. Parents went to work early in the morning leaving their children at home by themselves to get ready for school. After school these same children came home to an empty house without parental care or guidance. It was a necessity for both parents in many of the families within this community to work for the upkeep of the family.

Teachers, school personnel and administrative staff members needed to improve communication, support and personal relationships at this school site for greater accomplishments and achievements for learning. The teachers at this school site were isolated from others and did not have a means of communicating with each other on a daily, weekly or monthly basis. The teachers had no time to effectively integrate or share their abilities with other individuals at this site. Teachers had no opportunities to share ideas, information, techniques, or positive learning ideas with their colleagues for better and more effective communication among all members at this school site.

Writer's Work Setting and Role

The writer was a prekindergarten teacher, who had taught a total of 17 years, 15 years in kindergarten, two years in prekindergarten, and nine years experience teaching summer school in a multilevel age group kindergarten through third grade. The writer held a bachelor of science degree in Early Childhood and Elementary Education, a master of science degree in Early Childhood Education. The writer was an active participant and coordinator of the Volunteers in Education Program, peer teacher for the state beginning teacher program, and sponsor of the school yearbook.

The writer's role was to educate young children at the age of four years through a developmentally appropriate program for the child's first year in the prekindergarten program. The prekindergarten early intervention program linked the school and the community together through parent volunteering and participation in the classroom. The writer also made volunteers available to the classroom teachers in grades kindergarten through sixth grade for help within the classroom. The writer sponsored the yearbook, making sure it was completed with success, and included all members of the school. The yearbook offered the community a chance to advertise their businesses and a chance to show their support for the school. In addition, the writer had the task of implementing a practicum in the setting at which the writer worked as one requirement for a doctoral degree at Nova University.

CHAPTER II

Study of the Problem

Problem Description

This school site did not coordinate programs to promote an open, healthy climate that supported trust and collegiality among all members of the school environment: teachers and school staff members. Teachers and school staff members did not have opportunities for open supportive communication and sharing ideas about the classroom setting. Faculty and school personnel were not members in a common endeavor to mutually encourage and improve the climate for better teaching and learning.

This school site focused around a typical isolated workplace and climate where educators in the field of education were not initiating new norms and practices that encouraged teachers and school personnel to cooperate and collaborate for a productive school climate. Opportunities and resources were not available to create a productive environment in which each individual, teachers and school personnel, had the maximum opportunity to realize his/her full potential, improve instructional practices, discover new experimentation and practices, build collegial relationships or take part in continuous improvement in the school climate for its success as a place of learning.

Personal relationships at this school site tended to be adversarial, untrusting and surrounded by a noncollegial atmosphere. At times the school climate was threatened by teachers against teachers, teachers against students, parents against teachers and schoolpeople against parents. These adversarial relationships were due to teachers and school personnel not having a set time to communicate with each other about educational practices, observing a colleague engaged in daily activities, sharing knowledge of each others' crafts or techniques, and actively helping one another to become more skillful.

Teachers and school personnel did not have enough time within the school day to collaborate with each other because of the limited time appropriated for planning each day. Teachers only communicated at the sign in sheet, sign out sheet and during lunch breaks each day. At three o'clock, dismissal time, all teachers and school personnel were seen carrying on conversations, informing each other of up coming activities and club days, discussing students, plans, and what the day would bring tomorrow. Teachers and school personnel on various grade levels were not aware of another teacher's classroom atmosphere, activities or what takes place in a particular classroom setting or throughout the school.

Teachers and school personnel started the school day at 7:45 a.m., a complete dismissal of students was at 2:30, the school day ended at 3:00 for teachers and paraprofessionals; all other school personnel were dismissed at 3:30. Teachers had a limited time after school for planning, idea sharing and socializing with colleagues. Several teachers were involved in after school clubs and programs during the week leaving little time for planning. Planning periods were provided for each teacher during the students' physical education, music and library periods. This did not allow for all teachers and school personnel to organize into groups or to be free from all students in order to communicate, share in an exchange of ideas, discuss problems one may be experiencing during the school day, or inform others of school events and activities.

Teachers were not involved in activities that enriched school relationships and built a positive school environment because the activities were not available at this site. Teachers and school personnel needed to get together to share ideas, communicate and link together for a positive reflection on all students. If teachers and school personnel understood how others operated within a classroom or at a specific job, it would help to provide all schoolpeople involved at the school site with an open path for better communication, support of the school's programs, positive attitudes and various ways that involved teachers and schoolpeople within the school environment at all grade levels.

Last year the curriculum specialist organized monthly meetings with teachers involved in grades four through sixth grade for the purpose of informing teachers about procedures and practices of departmentalization. The fourth through sixth grade teachers met with the specialist to discuss procedures and practices of departmentalization on a monthly basis because departmentalization was new to this school site. The meetings were effective and the curriculum specialist commented on the need for all teachers to share ideas, to solve problems and to create an on-going communication network at all grade levels prekindergarten through the sixth grade. The curriculum specialist at this school site had various other duties and found it hard to conveniently accommodate all grade level meetings throughout the school day. (Personal Communication, September 10, 1992). Therefore, the problem was that there was not a positive relationship between teachers and school personnel to increase sharing ideas, information, regular communication and on-going activities for effective improvement of learning and teaching at this school site.

Problem Documentation

Evidence of this problem's existence had been identified and data had been collected to document the writer's stated problem. This problem was documented through a needs assessment created by the writer and administered to the target group of thirty seven teachers and school personnel. The needs assessment was administered to all teachers and school personnel at a meeting on collegiality, which was held by the writer at the end of the school term. The needs assessment was collected after the meeting for better input and opinions on the spotlight program. The assessment provided evidence on the amount of time each member spends planning, sharing ideas and communicating with other teachers and school personnel at this site (Appendix A).

This was the first time many teachers and school personnel took part in an assessment to rate the climate and environment of a school site. Many of the subcategories to each question were rated low. Question number two had a higher response becauses some teachers shared and discussed planning with a teammate working on the same grade level, and content area. However, the results of the needs assessment showed a lack of communication between teachers and school personnel networking together at the school site for a total effective school environment (Table 1).

Table 1

Percentage Calculation Per Dimension Measured

Spotlight Program Needs Assessment

Dimensions Measured	Percentage Per Choice Category				
	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
1. How often do you talk with other teachers about your approach to the following					
Curriculum planning	11.08	11.08	8.32	2.77	63.71
Grading methods	8.31	8.31	2.77	11.08	58.17
Teaching lessons	8.31	2.77	8.31	11.08	66.48
Discipline practices	13.85	16.62	19.39		49.86
Manner of working with students	5.54	21.82	24.93	19.39	30.47
2. How often do you talk with other teachers about					
Curriculum plans for a class	11.08	19.39	38.78	27.7	11.08
Schedule of teaching activities	8.31	8.31	36.07	41.55	5.54
Student reactions to a specific lesson	8.31	13.85	19.39	19.39	16.62
Getting teaching resources or supplies	5.54	2.77	49.86	5.54	30.47
Learning needs of particular students	21.28	13.85	8.31	5.54	30.47
Personal gripes or concerns about work	21.28	16.62	19.39	11.08	13.85
Matters unrelated to school and teaching	19.39	16.62	13.85	19.39	5.54
3. How often have you					
Observed other teachers in their classrooms	5.54	2.77	5.54	13.85	80.33
Been observed while you teach		2.77	5.54	83.01	5.54
Discussed instructional methods with other teachers		8.31	21.28	5.54	69.25
Planned and designed instructional materials with other teachers	2.77	2.77	2.77	41.55	52.63
Offered help to other teachers on instructional methods and strategies		5.54	8.31	41.55	44.32
Taught a new instructional method to a colleague	2.77		11.08	44.32	41.55
4. How often do you talk with the principal or other building administrators about the following?					
Curriculum plans for a class	5.54	11.08	38.78	44.32	
Schedule of teaching activities		8.31	5.54	47.09	38.78
Student reactions to a specific lesson			11.08	13.85	77.56
Getting teaching resources or supplies			2.81	19.39	38.78
Learning needs of particular students		2.77	2.77	19.39	44.32
Personal gripes or concerns about work	2.77	2.77	5.54	49.86	41.55
Matters unrelated to school and teaching	16.32	5.54	36.07	30.47	11.08

* 37 teachers and school personnel took part in filling out the needs **assessment** form. Some subcategories were left blank and unanswered because all categories did not pertain to all participants' who filled out the needs assessment.

The writer presented a special introductory meeting on "collegiality" at the school site to all teachers and school personnel. The intent of this meeting was to gather opinions and input on the implementation of the spotlight program and what effects it had on this school site. Results of this meeting were positive and the targeted schoolpeople were eager for more information on building a positive school climate at this school site. Teachers and paraprofessionals were especially excited to share information with others and to learn new ideas and ways to solve problems that occurred in the everyday school life of children and teachers. The school personnel: secretaries, cafeteria workers, custodians and the school maintenance workers commented that the spotlight program helped with understanding the classroom environment and understanding teaching strategies and programs offered at the school site.

An interview with the school principal and the curriculum specialist revealed that at the present time no information on collegiality was in existence to increase school relationships between teachers and school personnel (Personal Communication, May 28, 1992). The results of the interview produced a positive reflection on staff relationships and also on the County Office Curriculum and Certification Coordinator.

The Spotlight Program, was rewarded 60 inservice points to teachers upon completion of the practicum implementation.

The Southern Association of Schools for Accreditation Committee (1991) found a need for this school site to develop a time for teacher interaction of ideas and concerns. Since the free time each teacher does have was used for planning periods at this site, it was recognized as a need to develop a release time where all teachers gathered together to share ideas and exchange information for a positive approach to teaching and learning for all students. One need recognized in the area of improvement was for teachers to utilize more hands-on activities within the classroom to provide appropriate and adequate educational materials and equipment to meet curriculum needs.

The School Needs Assessment Plan, Accountability, Department of Education (1991) cited that due to the isolation of the community, teachers needed a release time to share information, ideas, materials and concerns in order to form a vital support network for teachers. Since the budget within this county played an important role in the amount and quality of support materials used, it has been identified that the technology of instruction used at this school site was textbooks and workbooks. It was also necessary for teachers to share materials that were used within each classroom at all grade levels. One problem with sharing materials at this school site was that teachers needed a set time to show, demonstrate and share materials that were used within each classroom setting. Many teachers were not aware of the types of materials and what other classroom teachers had access to at a particular grade level. The needs assessment plan clearly stated that the administration needed to obtain faculty input on workshops that could be beneficial to help all teachers improve in weak areas.

Causative Analysis

Various factors contributed to the teacher's and school personnel's poor interpersonal relationships and methods of communicating with each other. Traditional strategies and activities kept this school site surrounded by methods that did not promote school and staff enrichment for change and an increased awareness of others in the school climate. Teacher meetings were held by the principal monthly informing all teachers of codes and policies that must be enforced. Teachers were permitted to ask questions pertaining to the topics at hand, but never changed the topic of discussion to instructional planning, improvement of practices, and problems solving classroom difficulties. Teachers kept very isolated in the classroom environment, private about materials and methods of instruction, but tended to speak out about problems and difficulties with children.

Another factor was that there was a large turn over of beginning teachers at this school site, and because of mandatory beginning teacher programs, little time was allotted for communication and socialization with others during the school day. Beginning teachers were very enthusiastic and spent much time concentrating on planning and instructional delivery to the students. Beginning teachers found the need to concentrate on much paper work that was needed to document effective teaching skills for a teaching certificate. As a peer teacher for the beginning teacher program, the writer had an opportunity to work with beginning teachers and found that beginning teachers stayed completely isolated the whole school year.

Another factor that contributed to the teachers' and school personnel's poor interpersonal relationships and methods of communication with each other was that the school site did not have a set time for teachers nor school personnel to discuss classroom ideas, strategies or classroom procedures and schedules with others. A resource adequate environment was not provided to create maximum tools and conditions necessary to teach. Absence of the bare minimum frustrated many teachers and school personnel. Without a means of interaction between all members of the school environment, each others' resources could not be utilized as an important ingredient in instructional success and a commitment to work on doing better.

School staff members had no time to communicate with others on knowing what was happening at the school site, what was being done, who was doing it, and for what reasons. Since there was not a regular release time for teachers and school personnel to gather together as a group and discuss activities that were going on within the school site, many teachers were unaware of what was happening. At the present time, information was presented to those teachers who were involved with a particular function by a written note that was circulated around to each teacher. This sometimes created a lack of trust, rapport and a feeling of not being "important enough" to belong in the school. All schoolpeople needed to be engaged in an open supportive communication network for building trust, developing shared responsibility and leadership in an environment which encouraged one to feel comfortable working in a group rather than alone.

Increasing communication and positive relationships at the school site were not promoted within this school system until the writer, a doctoral student, expressed the need for a more collegial atmosphere to increase communication and collaboration of all schoolpeople for better student achievement. Since the school was isolated from new ideas, approaches, contacts and communication, restructuring renewal of educational ideas had been limited because of the distance between school system, universities, and colleges involved in educational practices. Teachers within this county voted on inservice workshops that helped a teacher in everyday school life, but through the writer's teaching experience, many new ideas on restructuring and renewal of educational practices had been limited on the workshop menu. This was another factor that did contribute to the isolation of new practices implemented at the school site.

Relationship of the Problem to the Literature

The meaningful involvement of faculty, staff, and co-workers in the educational institution appears to be the emerging theme of the future. The word "colleague" derives from the Latin term collega, meaning one chosen to serve with another. The approach to the renewal of the school climate of all members is colleagues in a common endeavor, and that with proper encouragement, this commonality can express itself in a mutual concern for the improvement of teaching and learning.

Barth (1990) stated that an open, healthy climate supported by trust and collegiality may result in effective gains. The relationships which exist between staff members and schoolpeople focus around the workplace and climate of educators in the field of education. The Minnesota State Department of Education (1985) stated that the relationships which exist between staff members and other schoolpeople is one factor which determines the culture or climate of a school. The school's climate seems to be a contributing factor in its success or failure as a place of learning (Small, 1990.

Minnesota State Department of Education (1985) cited that relationships which are characterized by collaboration and collegial relationships sustain productive school climates. Through on-going improvement of instructional practices, experimentation, and collegiality, continuous improvement in the school climate can prevail. Teachers who have the opportunity to speak out for what they believe, encourage positive relationships with other schoolpeople within the school site, including students and parents. Participants in a collegial program learn from each other, share ideas, and demonstrate various methods and strategies of teaching and learning.

Capital Area School Development Association (1987) stated that education is a profession that draws upon the talents and expertise of many different participants within the school setting. Teachers at a school site can be seen actively engaged in both teaching and learning. In a school in which learning is the paramount concern, pedagogy is based upon and utilizes sound research and theory about child and adolescent development, as well as about teaching and learning. Teachers in successful schools share a language which describes the complexity of teaching and distinguishes one practice and its virtues from other practices. This common language enables teachers to discuss the business of teaching. Instructional practices become easily definable and concrete when teachers can discuss classroom practices and share ideas and procedures as doctors and lawyers do. For example, a "tort" is a common law term used by all lawyers, typical classroom practices can also be labeled and used by teachers. For example, "wait time" is the time a teacher pauses after asking a question and before calling on a student to answer it. When teachers share a common language about practices, the practices become more concrete, precise, coherent and it is easier to communicate activities and strategies to others. Frequent, continuous and increasingly concrete and precise talk about teaching practices promotes the growth and success of teachers and all schoolpeople to bring about the best educational environment possible (Smith, 1989).

Capital Area School Development Association (1987) found that teachers working together on developing new practices and observations and feedback are essential for a positive school climate. Observers can help teachers see the positive impact of new practices, even when the teacher might feel awkward implementing the new practice. Teachers should be given the opportunity to practice new procedures while being observed by a colleague. A shared language allows colleagues to separate practices from personalities. Through observations, colleagues can discuss the advantages and disadvantages of instructional behaviors without judging the competence of the teacher.

Most teaching materials are planned, designed, researched, evaluated and prepared by teachers working together. Most teaching practices are strengthened by appropriate teaching materials such as worksheets, reading materials, activities and tests. Worksheets and activities are necessary to support inquiry leaning and are different from those used for direct teaching.
The development of support materials can be a burden to a single staff members, but when the staff develops these materials together, the burden is lessened. Joint

development of instructional materials requires teachers to apply understanding of the science of teaching and aids in the attainment of a new understanding of teaching concepts (Capital Area School Development Association, 1987).

Teachers teaching each other about the practice of teaching is a common activity in successful schools. Teachers sharing new practices with colleagues sparks other teachers' interest in new procedures, adds to an individuals' sense of competence and confidence in the classroom, and generates high morale. The fact that a new procedure has been used by a teacher at a school site, helps other teachers to feel that it will be possible to implement new practices. Successful schools allow and facilitate all teachers to teach each other successful practices (Capital Area School Development Association, 1987).

Becker (1981) stated that in order to conduct new structures to a school climate, the cost can be low and relatively informal. The focus of this collegial approach may be:

1. Renewal of the school climate is a means for faculty renewal, a way to develop positive relationships between teachers, parents and students for successful school achievement in a comfortable atmosphere for learning.
2. The proper model to be used for faculty development depends upon the relation of teacher and learner, rather than that of doctor to patient as it is sometimes suggested.

3. A collegial approach to faculty development may be an effective means for the improvement of teaching while respecting the rights and the dignity of the teachers and others involved. (Becker, 1981)

There are a variety of ways to go about determining needs for professional growth and a variety of conditions or informational sources which may help in narrowing down the focal point of a collegial program. Some assessment is needed to draw on internal knowledge of staff, or to draw on the external knowledge base about learning and teaching. Curricular exchange, mandates, major school problems, research on good teaching and learning, and exemplary programs can all serve as starting points in the process of determining what is needed at a particular school site. The value in considering an approach is that it can help make the focus of a program both reasonable and feasible.

Saphier & King (1985) cited that cultures and school climates are built through the everyday business of school life. "It is the way business is handled that both forms and reflects the culture" (p. 72). Giving direction to a school's culture through collegiality and team building can help to improve upon staff development in the school workplace for all schoolpeople and its students. A program that promotes collegiality, team building, experimentation, high expectations, builds trust and confidence in each other for moral support, an educator can now reach out to a knowledge base within one's own school site for success in teaching and learning. The Capital Area School Development Association (1987) cited that education is a profession that draws upon the talents and expertise of many different participants within a school setting.

> "If learning is so important," as students rightfully ask, "Why isn't the adult community more involved in it?" (p. 15).

Smith (1989) cited that in reforming school structures, educators are experimenting with alternatives that grant teachers greater respect as professionals, while encouraging teachers to cooperate with one another and with others for better school improvement. Although collaboration can be encouraged, it cannot be imposed on a faculty. Collaboration depends on the voluntary effort of educators to improve a school site through teamwork.

The elements of a collaborative school consist of the belief that the quality of education is largely determined by what happens at the school site; that instruction is most effective in a school environment characterized by norms of collegiality and continuous communication for improvement; the belief that teachers are responsible for the instructional process and accountable for its outcomes; the use of a wide range of practices and structures that enable teachers to work together on school improvement; and the involvement of teachers in the decision making about the school's goals and implementation of these goals. A host of benefits can be expected to be derived from collaboration, such as staff harmony, mutual respect between teachers, and a professional work environment of teachers for instructional effectiveness (Smith, 1989).

Collaboration has been defined as the extent to which teachers engage in help related exchange. This definition focuses on the kinds of interactions believed to lead to improved teaching and learning. When teachers share teaching practices and critique one another's teaching, teachers can engage in activities to improve their work. Collaborative schools provide a climate and a structure that encourages teachers to work together, gain respect as professionals, and experience the satisfaction of accomplishing important goals through teamwork.

Capital Area School Development Association (1987) stated that in order for the school setting to be called a true center of learning, significant changes in attitudes toward learning must take place not only by school staff members but by society. Schools are thought of as places isolated from the rest of the community and that involve outsiders only for significant events, problems, graduations and basketball championships. The message that learning is important must be circulated by community members actively involved in schools to support and reinforce learning. Society needs to become involved in goal setting, evaluating and planning if learning is truly valued.

Regular opportunities need to be provided for parents to learn to become better parents and teachers of their own children. The Capital Area School Development Association (1987) stated, "Parents need to meet with teachers not only to become informed about the school's policies and procedures, but to develop learning goals for their own students and a plan for them as parents to assume specific responsibilities to support the learner" (p. 15). A school which is truly the center of learning calls upon the expertise of its own members as teachers and consultants.

Learning to employ processes to approach life's problems with curiosity and a critical attitude, and to acquire a love for learning is not enough to teach students about learning to improve upon the world. Students must learn to become contributing members of a humane and caring society. In education today, students becoming contributing members of a humane and caring society is now being accepted as an instructional goal to promote interaction in human, caring ways.

All participants can benefit from schools which promote a healthy caring environment in which all participants model and interact in a caring human manner. The anonymity of largeness is combatted by strategies that create a sense of belonging. Competitiveness is devalued and cooperative learning experiences are maximized, and the use of teaming together, opposed to working alone, creates groups to encourage teachers to interact on the basis of known student needs. Staff interaction and communication with each other provides teachers with continuous human relations training, where effective and cognitive curriculums can coexist and periodic social functions can promote a spirit of caring, involvement, and a sense of belonging to a group.

Capital Area School Development Association (1987) cited that one thing the national reports have in common is the absence of writing about the involvement of working schoolpeople in these reports. In order to bring about real changes in education and excellence in schools today the views and the opinions of teachers and schoolpeople involved at the school site must be included in the reform of educational systems now.

Scott and Smith (1987) stated that the workplace of teaching needs to be taken into account giving more attention to the classroom and the teacher. One way to bridge the gap between educational reform and teachers is to form a strong link with other teachers in the school workplace, since teachers implement the actual reforms within the school setting. In the workplace of most teachers, conditions of teaching are similar to the following: a teacher works alone in the classroom, seldom interacts professionally with colleagues, receives little support from administrative staff members, and tends to be apprehensive of change especially if the changes seem to have a theoretical rather than a practical foundation. When teachers learn the craft of teaching through their own experiences, without benefitting from the experiences of others, it seems plausible that teacher isolation may contribute toward the tendency of teachers to resist change.

Small (1990) found that the changing definition of staff development or inservice training focuses on the process of designing personal and professional growth of individuals within a respectful supportive positive organizational climate to renew learning new ways of performing within the classroom setting. A shift in education toward a broader perspective, practicality, applicability, and involvement of participants in planning has evolved from the work on principles concerning adult learning. Professional development is viewed as an intervening step in the improvement of the quality of education. Refocusing on individual professional growth is an intervention aimed at reconceptualizing the linking relationship between staff development and organizational outcomes. The following six concepts are found in a successful school environment which encompasses schoolpeople.

* A clear sense of purpose or mission is the start of growth and development for individuals.

* Individuals at the school site need to focus energies toward change in order to be productive.

* Relationships between individuals are informal and evolving.

* The goal is to facilitate and support individual decision making and development.

* Self-managing individuals and self-managing teams can emerge through a process that will produce an enthusiastic and growing staff.

* Transformation produces outcomes of increasing productivity, creativity, cooperation, and teamwork.

Paradigms of schools need to be redefined for the basic concerns of students, staff and society for the future. The creation of a marriage between entrepreneurial creativity and corporate discipline, cooperation and teamwork are changes in the professional workplace of teachers that will encourage the increased quality, productivity and motivation at a school site. Research suggests that risk taking is strongly associated with learning (Barth, 1990).

Research supports the problem of on-going communication at school sites with a collegial environment. Smith & Scott (1988) cited that teachers need to engage in frequent, continuous and increasing concrete and precise talk about teaching practices. In education today the greatest tragedy of teaching is that it is carried on in self-imposed and professionally sanctioned isolation, which impedes and complicates teachers' performances of their responsibilities. Since teachers perform in an isolated atmosphere, then others cannot benefit from the help of teachers. The isolated conditions under which teachers practice their profession hinder professional growth by making it difficult for teachers to exchange ideas with other teachers. The classroom is similar to a cell in which teachers spend much of their time in isolation, separated from one another and from sources of ideas beyond a teacher's own background experience.

Isolation compounds the problems that beginning teachers face at the start of a professional career. The beginning teacher is faced with drawing only on first time experiences. Beginning teachers are unprepared for the loneliness of the classroom and the lack of relationships in which questions and problems can be resolved without the fear of the teacher being evaluated.

Isolation has serious consequences for the experienced teacher as well as the beginning teacher. Isolation is the greatest disadvantage to learning to teach or to improving existing skills because it forces teachers to learn by trial and error. School structures and norms that inhibit teachers from assisting one another must rely on one's own ability to detect problems and discern solutions. Teachers who are cut off from exemplary role models tend to fall back on traditional models that were once used in the earlier days of education.

Regan (1989) stated that teachers and others at a school site need to be informed about how to collaborate with one another from day to day to enrich schools for everyone. Ineffective schools are not trust building and do not form an environment surrounded by unity or togetherness. Teachers are not communicating with one another on a more intimate level to experience collaboration. The lack of communication and involvement at a school site creates resentment and cynicism. Teachers who share an understanding at a particular school site achieve working together and unity for exploring, airing issues, and listening to each other for a feeling of identity and cohesion. Communication among teachers enables individuals to no longer work separately, but to work as a group toward a common goal and a feeling of equality.

Smith (1989) stated that collaboration depends on the voluntary efforts of educators to improve through a joint effort of teamwork. Collaboration can be encouraged by formal programs, but it cannot be imposed upon a faculty. Some teachers feel that collaboration is just a lot of talking that takes one away from responsibilities and duties. True participative decision making and collegiality requires a certain investment of time. A collaborative environment provides a climate for teachers to work together with others toward school improvement, professional growth, and the satisfaction of accomplishing important goals through teamwork.

Minnesota State Department of Education (1985) stated that when teachers master a number of different teaching models through idea sharing, competence and effectiveness are gained. The development of support materials can be a burden to a single staff member, but when a staff develops material together, the burden is lessened. Joint development of instructional materials requires teachers to apply knowledge of the science of teaching which aids in the understanding of teaching concepts. Sharing new practices with colleagues generates high morale and allows others to feel comfortable with implementing new practices. Successful schools allow and facilitate all teachers to teach each other successful practices.

Scott & Smith (1987a) stated that teachers must actually implement reforms within the context of the school setting - What teachers actually do and the circumstances under which they do it: What does a teacher teach? How does he or she teach it? What factors in the school environment help or hinder effective classroom teaching? How does a typical day in the life of a school teacher go? The characteristics of an individual school make a difference in teaching and learning. The workplace conditions of teaching are as follows: a typical teacher works alone in the classroom, seldom interacts with other professional colleagues, receives little support from administrators, and tends to be apprehensive about change. A teacher's apprehension about change can be clearly visible when the individual must face the change alone.

The following evidence compares collaborative schools with isolated schools that do not communicate on an on-going basis. Teachers in collaborative schools believe that student learning is possible with even the most difficult students. Collaborative teachers use access to the knowledge and skills as a professional to reach students with problems. For example, here are views at a collaborative site compared to views at an isolated site.

Sharing about instruction

- Teachers in a collaborative setting talk with one another and share instructional ideas and materials.
- Teachers in an isolated setting usually share stories about a child's errant behavior or sympathize with one another, rather than pool resources to help the child.

Perception of Teacher Leaders

- Teacher leaders are those who show initiative and a willingness to experiment with new ideas, offer motivation to other teachers, and are willing and able to help other teachers solve instructional problems.
- Teachers from isolated settings did not view teacher leadership with instructional endeavors, instead teachers viewed leadership with union involvement or other activities not related to school.

Helping Behavior

- Teachers from collaborative settings seek help from students' parents, the principal and other teachers for behavior and academic problems. Teachers would help to identify the problem, and ask for an expert's help.
- Teachers from isolated settings viewed problems as behavior problems and asked for help in the punishment of the student as a solution to the problem.

Barth (1990) stated that a good school is a place in which everyone is teaching and everyone is learning simultaneously under the same roof. School is not a place where big people have an education and teach little people who do not have an education. A school site should have all schoolpeople involved in teaching and learning; students are teaching and learning; principals are teaching and learning; teachers are teaching and learning. The major responsibility of the adults in a community of learners is to engage actively in learning to make learning more visible to others in the community and to enjoy and celebrate learning, even when teachers are swamped with the demands of work.

Barth (1990) stated that the quality and character of a school and the accomplishments of its students have more to do with the nature of the adult relationships in a school than any other factor. In many schools personal relationships tend to be adversarial. Many of our students in the nation are described as at risk, but this phrase does not pertain to the cautious culture of our schools. "The lives of teachers and principals more closely mirror the cultivation of mushrooms: You're kept in the dark most of the time, periodically you're covered with manure, and when your stick your head out it gets chopped off" (p. 513). If teachers want students to be more adventuresome in thinking, then adults must model risk taking as well as learning. If schools are to be improved, then more risks must be taken to do things differently. New and unusual ideas must be looked at as signs of life and growth, not nuisances or embarrassments.

The literature provides several causes for the lack of communication between schoolpeople within a school setting. Scott & Smith (1987a) cited that it is informal and formal interaction among teachers about instruction that distinguished the collaborative school from traditional models of management and participation in the involvement of teachers in decision making. Several explanations have been offered for the origin of teacher isolation and lack of communication. Some causes are the institutional characteristics of a school's cellular organization. Others believe that teachers are responsible for the lack of communication between each other. Another cause is believed to be teachers' defensiveness or lack of interpersonal skills.

Teachers actively strive to maintain isolation from other adults in an effort to protect the time and energy required to meet immediate instructional demands. The around the clock demands simply leave the teacher with no time for collegial interactions. A teacher's motive for isolation was viewed as highly professional in order to provide the best instruction possible. Yet the long term effects of isolation undermine the very instructional quality that this work strategy is intended to protect.

In contrast, collaborative teachers give and accept advice, share ideas, and work together on school improvement projects. Members on a given team are assigned neighboring classrooms to work together with and coordinate curriculum planning, design lessons around a common theme, diagnose learning problems of specific students and make team decisions on how best to solve problems.

Scott & Smith (1987b) found that teacher isolation contributed to the tendency of teachers to resist changes suggested by educational reforms. Mechanisms for teacher participation in school and district management have existed for many years as departmental structures, faculty meetings, adhoc committees, and team teaching assignments. School faculty meetings are established to enhance teacher participation in decision making. However, such meetings are frequently chaired by administrators and do not operate under any independent authority. Teachers are constrained to respond to agenda items previously selected by administrators because the broad course of action has been already determined by school officials. Teachers are often regulated in filling in the details of such meetings.

Minnesota State Department of Education (1985) stated that teachers needed to engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices. Colleagues need to discuss the advantages and disadvantages of instructional behaviors without judging the competence of the teacher. Suggestions are made for a school site to encourage a more collaborative planning environment and collegial relationships for effective teaching and learning.

1. Create professional support teams consisting of four or five teachers who will act as coaches for each other.
2. Time should be set aside at every staff meeting to discuss instruction issues.
3. Create time for staff members to teach or share a new instructional idea.
4. Train staff members on how to observe instruction and how to give feedback to each other.
5. Create time for staff members to observe instruction and give feed back to each other.
6. Allow time for staff to design, prepare, and evaluate instructional materials: worksheets, activities, and tests.
7. Allow time for teachers to co-teach in the classroom when experimenting with a new instructional model.
8. Provide training sessions where a common professional language is developed among all staff members and use the language with the staff.
9. Promote the discussion of instructional practices and procedures in the teacher's lounge.
10. Promote after school sharing sessions where teachers exchange instructional ideas, lessons and strategies.
11. Create a time for teachers to give demonstration lessons for each other.

Conley, Schmidle, & Shedd (1988) stated that teachers have few opportunities to engage in substantive dialogue and exchange information even though a teacher's pedagogical knowledge, skills, and information about students are a school system's most valuable resource. The solitary environment of most teaching assignments, the physical layout of school facilities and restrictive time schedules prevent interactions among school members at a school site. Organizational norms also discourage advice giving or seeking and treat work as something that is necessarily done in the classroom. This norm of noninterference makes peer criticism unprofessional and characterizes the request for peer assistance or help as an indication of incompetence. Isolation which is imposed upon the teacher by self-contained classrooms is extended by him/her to become a broader right of isolation from opinions, evaluations and other colleagues. Isolation in many schools has become valued.

Becker (1981) stated that teachers define a need for discretion, a right to autonomy, and noninterference that regulates interactions among teachers and other schoolpeople. To challenge a teacher to change is to challenge a teacher as a person. Such a challenge is threatening and risks a reaction of defensiveness and denial. Clearly many people are attracted to the profession of teaching precisely because of the personal freedom it offers. The teaching profession of the teacher-scholar reinforces an emphasis on individualism and autonomy. Rarely do staff members at a school site have opportunities to work cooperatively because most teaching is an individual and solitary process.

Sudderth (1989) stated that the informal social system of a school lacked cohesion and social rank primarily because of membership in a clique (a body of people who interact with one another more frequently than with outsiders). The more frequently persons interacted with one another the stronger the sentiment of friendship for one another would apt to be. Reciprocally, persons who have strong sentiments of friendship for one another tend to interact more frequently with one another. The primary occasions for interacting with people at a typical American school is limited to general faculty meetings and team member meetings. Because of the nature of such gatherings, these meetings do not foster the development of positive sentiment as a product for cooperative problem solving. Faculty meetings, which usually are held once per month, focused on the dissemination of information about districtwide concerns, policies, and procedures. Since these meetings are held one hour before or after the school day, the agenda seldom accommodates problem solving activities or discussions.

Rothberg & Bozeman (1990) stated that effective interpersonal communication depends on the ability to communicate with one another in an open, honest, trust building manner. Working together will in most cases provide a more positive work environment and climate. Restructuring schools in the 1990's is defined as the involvement of as many individuals as possible in decision making, creating a more open community of planners and problem solvers. Restructuring schools is viewed as an important element to change and reform. The emphasis on specialization and efficiency is giving way to diverse localized solutions, and giving teachers responsibility for more than just teaching. The restructured school environment encourages cooperation in order to achieve greater student achievement which in turn, creates increased job satisfaction for all schoolpeople.

The cooperative school climate utilizes teams of teachers in decision making and problem solving. It has two way communication, a great deal of collaboration, leaders nurturing leadership abilities in others and peer assistance. Concerns in the collaborative school involve a group process in the identification of problems, team building and trust, interpersonal skill development, consensus seeking and conflict development.

The following factors are important in the process of working together as a team for increased achievement.

1. Shared Goal and Objectives
2. Utilization of Resources
3. Trust and Conflict Resolution
4. Shared Leadership
5. Control of Procedures
6. Effective Interpersonal Communication
7. Approaches to problem solving and decision making
8. Experimentation and Creativity
9. Evaluation

Saphier & King (1985) cited that teachers need to be recognized and others need to become aware of accomplishments and good teaching practices through celebrations, caring and humor in the school workplace. Good teaching is honored in a school climate and also recognized in the community. Teacher recognition can be done verbally or written as a regular feature of school committee meetings, PTA luncheons, faculty or staff meetings, short notes in teachers mail boxes, superior service awards written up in the local newspapers or through the use of praiseworthy discussions as one walks through the hallway with a colleague. There are a number of ways to show caring for each other and an awareness of significant events in each other lives, or celebrating benchmarks in the life at a school site. Satisfying little gatherings in the teacher's room, or after school should not be forgotten about; after all there should be a lot of laughter and humor at a school site for a comfortable relaxed atmosphere in which to live and work.

Arbuckle & Murray (1989) cited that people do not know how to work together and make thoughtful decisions especially if isolation has been a norm. Collaboration is hard work, and often quite fragile. People who are used to concrete, linear planning often experience intense frustration and impatience with a group. Letting go of one's own ideas and really listening to other's views in not an easy task. It is not easy to set group priorities and develop action plans which the whole team will carry out and support.

Training in team building can heighten a group's ability to work collaboratively, enhancing productivity and satisfaction. Being a team member requires very different behaviors and attitudes than working alone. Teaming does not mean losing individuality. Each person remains an individual in a group, making a unique contribution from which the entire team benefits.

Miller & Bosness (1987) found that a commitment to problem solving and group thinking is a personal gain toward increasing members' skills in meeting the educational needs of all students. Each person on a team must be committed to a spirit of problem solving and to a process of group thinking. As personnel gain experience in sharing ideas around other teachers' concerns then strategies for problem solving will evolve and benefit the team's functioning and increase each member's skills in meeting the educational needs of teachers and students at a school site.

Regan (1989) cited that the micro world of day to day school life must be taken seriously. Schoolpeople need to know how to go about collaborating in a way that accommodates and capitalizes the rich dailiness of school life. Communication among teachers is a needed process at a school site. It is important to be able to sit down and talk with other colleagues about something important, to make a plan and to start to implement the plan for action. The process of collaboration, working together in trial and error, allows for teachers to see a pattern emerge and helps to cut down on the time it takes to get things accomplished. Collaborative communication allows everyone to get involved and omits cynicism and resentment at a school site.

Brandt (1987) cited that teachers should cheer for each other. If a teacher has a particular strength, plans a new unit or has new materials the other teachers should say, "That's great." Cooperation needs to start at the classroom level because that determines the organizational climate and atmosphere in the school. If teachers spend all day advocating a competitive, individualistic approach - telling students "Do your own work. Don't talk to your neighbor, don't share, don't help, and don't care about each other," then these are the values the teachers are going to have with colleagues at the school site.

Achilles and Gaines (1991) found that staff development programs offer rewards and incentives for participation and continued growth among all members in a school workplace. Long term staff development programs are more effective than a short term program. Active learning processes are used rather than passive techniques such as lectures, and enables participants to share ideas and provide assistance to one another during school time. Collegial groups provide a setting for collaboration and a change for teachers. Teachers identify problems, provide mutual support and advice when working collaboratively to devise, implement and adapt models and incorporate new ideas from practice into a classroom setting. Long term staff development programs demonstrate an action-oriented approach to in-service, and reduces teacher isolation for an increase in collaboration, teacher leadership and an improvement in instruction.

CHAPTER III

Anticipated Outcomes and Evaluation Instruments

Goal and Expectations

The following goal and objectives were projected for this practicum.

1. The goal of this practicum is that there will be a positive relationship between teachers and school personnel to increase sharing ideas, information, regular communication and on going activities for effective improvement of learning and for teaching all schoolpeople at this school site.

Behavioral Objectives

The specific objectives of the practicum after the implementation period are:

1. After implementation of this practicum, teachers and school personnel would feel comfortable with one another and be able to work effectively together. This would be measured by a questionnaire, designed by the writer, in which 35 out of 37 teachers will answer 8 out of 10 questions positively. (Answers will be in a yes or no format)(see Appendix B).

2. At the completion of this practicum, teachers and school personnel would utilize resources at this school site to create an environment that allows an individual's resources to be shared and

exchanged. This would be measured by a written evaluation, designed by the writer, in which 30 out of 37 teachers and school personnel will answer four out of five questions positively (see Appendix C).

3. After implementation of this practicum, teachers and school personnel would have knowledge of new ideas and a better understanding of the importance of frequent communication at the school workplace. This would be measured by a portfolio, designed by team members from the spotlight program, in which 37 out of 37 teachers and school personnel would work together, in teams of four members, for the purpose of compiling a portfolio to document on-going communication and sharing of ideas between teachers and school personnel (see Appendix D, E and F).

Measurement of Objectives

Spotlight Program Questionnaire

At the beginning of the thirty two week program a needs assessment, Spotlight Program Needs Assessment (see Appendix A), was administered to all teachers and school personnel at a meeting on collegiality, which was held by the writer before the implementation of this program. The assessment provided evidence on the amount of time each member spent planning, sharing ideas and communicating with other teachers and school personnel at this site. A written questionnaire, Spotlight Program Questionnaire (see Appendix B), was designed to be utilized after the program implementation period to determine how comfortable the teachers and school personnel felt with one another and how effectively the teachers and school personnel worked together as a team. The teachers and school personnel were to respond to ten questions in a yes or no format to provide evidence on cooperative time arrangements, frequency of communication, utilization of resources, comfort or conflict of each individual, awareness of educational reform, sharing ideas in a creative manner, interpersonal relationships and to evaluate the knowledge that the teachers and school personnel had gained after the program's implementation period.

The Spotlight Program Questionnaire (see Appendix B) showed positive and negative feelings about the school's climate and whether or not teachers and school personnel did feel comfortable with one another and enabled all staff to work effectively together or not. Evidence of communication and positive interpersonal relationships was provided not only for existing teachers and school personnel, but for new staff members, teachers and school personnel working at this school site. The questionnaire provided evidence and feedback in determining if school staff members understood and gained knowledge in the importance of a comfortable school climate and on-going communication for effective improvement of learning and teaching at this school site.

Spotlight Program Evaluations

The writer designed the written Spotlight Program Evaluation form (see Appendix C) to measure how well teachers and school personnel utilized resource people at this school site to create an environment that did allow an individual's resources to be shared and exchanged. The evaluation form was to be completed after the thirty two week implementation period. The responses to the five questions on the evaluation form would provide feedback on individual presenter's presentation topics, presentation meetings, change in the school climate and relationships of the teachers and school personnel after the nine presentation meetings, and the ideas gained from the presentations. Responses to the questions on the written evaluation form were to be a combination of multiple choice and short answer statements.

Portfolio

Since teachers had a limited time after school for planning, idea sharing and socialization with all colleagues, the portfolio was to be used to evaluate the utilization of resources to create an environment that encouraged an individual's resources to be shared and exchanged. A file of all printed material was to be compiled throughout the spotlight program and a portfolio was to be created by six spotlight teams: Dream Team, Procrastinators, School Pa-Troll, Party Animals, Do Rights, and Paw Paw Panthers. All information used during the program implementation period was to be used to document the program meetings and follow up activities. The portfolio would consist of a show case of real life models selected according to the criteria of the Portfolio Guidelines Checklist (see Appendix D) which also demonstrated growth and completion of this project. All information collected would be used for communicating and networking between participating teams and was evaluated orally. The Portfolio Guidelines Checklist was to be used to document evidence of each presenter's presentation; invitations to the spotlight gatherings held monthly; materials used at each presentation; instructional strategies or methods used at each individual presentation; follow up activities utilized at each presentation which reinforced practice for the strategy presented; team meetings were to be held to compile the portfolio; communication together as a team; awards and prizes were to be given to participants or presenters and pictures were to be taken during the spotlight program implementation period.

Teachers and school personnel interacted and collaborated as teams. Each of the six teams were to produce a collection of ideas, resources and activities to document on-going communication and sharing between teachers and school personnel. All teams would be required to successfully complete and turn in a portfolio which would include all topics and activities presented at each monthly gathering. For the first time all staff and faculty members were to be involved in activities that enriched school relationships and built a positive school environment. The portfolio was to be collected at the end of the program implementation and used as a resource file for all schoolpeople at the school site.

Since the spotlight program utilized a team approach for an integration of ideas and communication between group members, two written evaluation forms, Positive Feedback Form on Presentations (see Appendix E) and Team Conference Form (see Appendix F), were to be added to supply evidence to the Portfolio Guidelines Checklist (see Appendix D). Both evaluation forms were to be integrated into the checklist to help evaluate the effectiveness of each presenter and the amount of time the team spent together compiling the portfolio. The Positive Feedback Form on Presentations (see Appendix E) would provide the writer with evidence on the effectiveness of each presenter and his/her topic for discussion in a positive manner. The evaluation form was to be comprised of five questions with short answer statements. Each of the five questions were to be answered with short positive statements giving each presenter an overwhelming amount of self-esteem and admiration for his/her presentation. The Team Conference Form (see Appendix F) would show a list of documented meetings, the number of team members who participated in the meetings, and the date each team met. The written evaluation form would provide the writer with additional evidence on each team's ability to work together, meet as a group and make decisions together as a team. The spotlight program had nine presenters and nine presentation topics, therefore, each of the six teams would complete nine Portfolio Guidelines Checklists, Positive Feedback Forms on Presentations, and Team Conference Forms.

Since unexpected events occurred throughout the practicum implementation period, a log would be kept by the writer at the beginning of the practicum implementation period for documentation. The writer would be able to determine what areas of the program teachers and school personnel had not completed through the log's records. If a participant in the program did not attend a gathering, or participate in an activity, the writer could determine who the participant was and discuss the topic or activity with the participant. All information handed out at the gathering or activity was to be given to the participant. The log would provide the writer with information on how the participants reacted to the program. Comments and areas of interest to the teachers and school personnel would be recorded throughout the implementation period.

CHAPTER IV

Solution Strategy

Discussion and Evaluation of Solutions

Since a more positive relationship needed to be built between teachers and school personnel for increased sharing of ideas, sharing of information, and on-going communication; the writer reviewed many methods concerning solutions to this problem within a school workplace.

The National School Public Relations Association (1991) suggested a three hour workshop that involved working together to manage change, which offered insight and direction for keeping staff members' professional sparks alive as educational leaders prepared for the increasing demands of a changing profession. This program provided educational leaders with a blueprint for action. It identified the needs of both professional and support staff members to meet the challenge that faced the educational system in the 1990's. The workshop and resource materials helped to build teamwork and create a vision for maximizing the human potential of every staff member and student. Internal communication served, produced, and reinforced a school's basic mission, spread awareness of goals and strategies, allowed for sharing information and ideas which often lead to better decision making, inspired cooperative spirit and pride among employees and built trust among all schoolpeople.

Arbuckle & Murray (1989) created a program for collegial and collaborative relationships within the school environment to enhance and support individual and organizational growth. A school was only as effective as its staff. A healthy school environment supported children's growth as well as adult growth. The school provided an environment that supported the continued growth of all individuals at the school site. Continued professional growth kept teachers in the profession of teaching and made a difference between children learning and not learning. Creating a learning environment was more than a one shot workshop and broader than improving instructional skills. Successful staff development can change the culture of a school. The way a staff communicated, felt, talked, and what teachers did in a classroom was a reflection on what the culture of a school was like. A staff development system was an integrated whole, a cohesive framework for professional growth within which a variety of learning activities, people, resources, and policies were connected.

Minnesota State Department of Education (1985) designed a program that included time for teachers to have frequent, continuous, and increasingly concrete and precise talks about teaching practices. There were three norms that existed within schools which supported continuous improvement of instructional practices: a norm of continuous improvement, a norm of experimentation, and a norm of collegiality. Where new practices were embraced, examined and then implemented, a school could experience continuous improvement. These norms meant that teachers at a school site recognized professional commitment to continually improve instructional practices and recognized that all teachers needed to improve and update new and effective practices. It was a norm for teachers to feel comfortable implementing new practices instead of feeling a fear of failure if the practice was not successful the first time. Fifteen to twenty practices were necessary before a new behavior becomes integrated into a teacher's repertoire. A safe environment where new practices can be tried constitutes the norm of experimentation. Teachers working together and discussing new practices constituted the norm of collegiality. Teachers who observed each other teaching, preparing support materials, and who had a common language to describe instruction were more likely to be involved in the successful implementation of new teaching methods.

Classroom observations and feedback lead to and supported collegial relationships among staff members.

Feedback presented in a positive manner had the potential of bonding professional educators rather than alienating educators. The Minnesota State Department of Education (1985) developed four guidelines in helping to give positive feedback:

1. Positive feedback was first descriptive of behaviors.
2. Using non-evaluative statements ensured that colleagues described and labeled practices rather than rated performance. Increased the use of precise, shared, professional language will result.
3. Providing the teacher with a specific description of classroom activities can allow him/her to decide what was successful and what was not successful. This precluded an environment where the teacher might feel defensive.
4. Constructive criticism was optional. If constructive criticism was offered, it should include a description of activities or behaviors and an alternative technique that could be used in its place (p. 6).

Boles & Tronen (1992) suggested that if meeting times cannot be organized for teachers during the school day, an alternative would be to hold a five hour Saturday workshop. For teachers to remain a vital part of the educational system, teachers must be engaged and committed to teaching. Teachers must have a time for discussion and reflection away from the demands of the classroom. Success was in the form of intensive planning that occurred at a team's weekly two hour meeting time during the school day and at a team's monthly five hour

Saturday workshop. Meeting time was used to plan new curriculums, set common rules and procedures, meet with specialists, prepare for parent conferences, and other activities. A team can be made up of teachers from various grade levels, a specialist, and a graduate student from a nearby college. The teams framework for collaboration was the following four objectives Boles & Tronen (1992) suggested:

1. Restructure the school's learning environment provided increased educational opportunities for students.
2. Collaboration with training programs improved the quality and coordination of teacher education curriculums.
3. Improve the school's capacity to serve special needs children by eliminating pull-out programs which fragmented children's school experiences,
4. Provide teachers with opportunities for career advancement within teaching to improve professional status (p. 54).

Regan (1989) described how school collaboration can be reinforced through a workshop on collaborative skills to reinforce teacher and school personnel communication on a daily basis. An activity was designed for teachers to collaborate by creating metaphors about the shared understandings of a school site. Then, the planning of a joint collaborative skills workshop was set up. At the workshop, a fishbowl model, was designed for participants to tackle a simulated group task observed by another set of participants, and then roles were reversed, letting the observers do a simulated group task. Notebooks were distributed to each participant to be used as journals to record insights, suggestions, learning, and criticisms. At the end of each team's work on the task, participants answered the following questions in the journal: What behaviors helped or hindered accomplishing the task? What role did you play? The observers answered the same questions. The questions were used as an examination of the experience. Next, the teachers were to work on a task suitable to the school's needs. The project was a short term project including target dates; feedback was discussed at the next workshop meeting time. Working together to explore a task involved collaboration of all participants on a team.

Data was generated by a group working together with a larger understanding about the task for greater achievements. Individuals were no longer working alone, but working together as a team for greater cohesion toward a common goal. During the second year of the program implementation, suggestions were made to surround the participants' team tasks around a theme.

Archilles & Gaines (1991) suggested activities, workshops, and an orientation session for a project's plans, objectives, and strategies for building a collegial atmosphere at a school site. Guidelines for designing effective inservice programs included: effective inservice directed toward a school site's and participants' needs; actively involved participants in planning, implementing, and evaluation of the program; used active learning processes instead of passive techniques (Lectures), used long term plans to enable participants to share ideas and to provide assistance to one another for which time was provided during the school day. Through collegial groups, a setting was provided for collaboration and change for participants. Participants identified problem areas and provided mutual support and advice working collaboratively to devise and implement improvement plans. If a college or university personnel member was added to the collegial group, he/she assisted in implementing and adapting the models, disseminating findings, and incorporating new ideas from practice into the preparation program.

Activities began with a one-day information and orientation session followed by a two day workshop where project plans, objectives, and strategies were presented. There were collegial groups of four to seven people consisting of teachers, administrators, and higher education personnel. The groups met on a regular basis and all members attended all meetings. Each meeting involved a preplanned process of group sharing and discussion, working on agendas, and reporting successes or failures. Sessions were held on school time away from the school site for six to eight hours.

Theel (1990) described how meetings and activities were scheduled for team members and the importance of a stipend for participation. A team was formed to investigate and apply new innovative ideas to an educational setting. A liaison person was chosen to work with the team selecting appropriate meeting locations and collecting materials for use by the team. The responsibility of the liaison person was to facilitate communication and provide additional resources for the team. Meetings were held one or more nights a week according to the team members who do not receive a stipend for participation. The research by a team included data based research and telephone contacts with numerous sources. Letters were frequently written requesting information and materials from experts in the field. The team established personal contacts with educators and professionals at local colleges and universities.

For a minimal cost, this program provided an in-house unit to conduct in-depth research and made recommendations regarding specific school concerns. The in-house project provided for reinforcement of human relation skills and personal coping skills through group interactions, development of planning and organizational skills, development of meaningful support networks among team members which continued after the projects' implementation period, exposure to a wide variety of experiences in the various divisions and departments of the school setting, and increased personal and professional growth. The project offered individual levels of skill attainment and potential, fostered an empowering mutually beneficial relationship among the school staff members and granted rewards toward the school setting.

Weber & Karman (1989) designed a program that created teams for building collegiality, conferring and networking instead of a command and control environment among all team members for a positive school climate. Teams offered an advantage over traditional structures in terms of attaining optimal utilization of diverse resources available within an institutional setting.

> The task lies in redirecting key personnel to work for, rather than manipulate the personalities involved. This is much like the weak bonds which hold together the layers of graphite; a bureaucracy is held together by its weak traditional channels (p. 52).

By restructuring and realigning the channels of communication and personnel interactive teams, the organization made use of the available information and resources at an institutional site. The effective use and integration of talents and abilities was a binding power within a setting. Development of a team involved communication, commitment, confidence, selfless behavior and supportive relationships. In an information processing institution it is essential for the lines of communication to stay open. This can best be accomplished by cooperative teamwork.

Scott & Smith (1987b) described a program that helped to introduce norms of collaboration in schools where teachers are accustomed to working in isolation, and suggestions were offered about ways in which day to day activities encouraged a positive school climate. Through resident teacher clinics, teachers received sixty hours of specialized training. Teachers were exposed to a variety of activities designed to promote professional interaction. Teachers engaged in group observations of each other, collected and analyzed data from the observations, and provided each other with feedback. Teachers were also observed by training professionals on a one to one basis and were engaged in seminars and meetings devoted to instructional issues. Follow up studies of the teacher clinic show strong carryover effects that promoted practices with fellow teachers when teachers returned to a school site.

Joyce, Murphy, Showers & Murphy (1989) described study groups that helped and encouraged new teaching strategies through a school renewal project for cultural change and innovation. This program was intended to explore the study of research based teaching strategies and to implement the strategies into the regular workday of teachers. The program also emphasized that the bond of shared understanding and a common language sustained innovation and reduced the stress of change in an isolated system. Peer coaching was used with teachers to form study groups to help with problem solving at a school site. The focus of the training was on teaching strategies that increased students' learning by affecting their aptitude to learn. Another focus of the study groups was to contribute to faculty cohesiveness and reduce isolation.

At each school site each faculty member made a written commitment to attend summer training sessions, utilize the new strategies throughout an academic year, work with the peer study groups in planning lessons and visit one another in the classroom setting, participate in regular training activities during the school year, make videotapes of teaching on a regular basis, and participate in the summer program training sessions. The summer training sessions were held during an intensive two week session followed by six weeks of practice and design of lessons for the fall. The organization of study groups was also discussed during the six week training program. After the school term started, teachers were to implement the new teaching strategies no less than 30 times apiece during September and October and strive to incorporate the strategies into an active repertoire by the end of October. The study groups met weekly and between meetings, members were to visit each other in the classroom setting to study the children's responses to the teaching strategies.

Teachers learned to work together by planning lessons together and discussing whether or not the plans were practical. After six week intervals during the first year of implementation, regular assistance could be provided to the faculty. Through direct observation and the examination of videotapes, information could be gathered about the implementation, and demonstrations could be provided to address the needs of the school for further assistance and improvement in learning.

Description for Solution Selected

Implementation Stràtegies

The writer used several implementation strategies to improve positive relationships between teachers and school personnel in order to increase sharing ideas, information, regular communication and on-going activities for effective improvement of learning and teaching at this school site. Teachers and school personnel needed to work together in order to replace the typical school practices that isolated teachers from one another and initiated new norms and practices that encouraged open healthy relationships and climate at this school's workplace. Many of the solution strategies discussed in the literature review were used within the implementation of this practicum: Communication and working together to manage change, presentations on new topics which utilized in school faculty members or staff members to present resource materials, follow up activities, and teams meeting together to produce a portfolio.

Communication and Working Together To Manage Change

Working together was a strategy used to promote change which was needed by existing teachers, new teachers and staff members to build a collegial relationship that offered insight and direction to a blueprint for action at this school's site. All schoolpeople at this site needed to be offered a chance to upgrade their worksite, introduce new technologies, to restructure positions and a chance to use new curriculum and teaching strategies through on-going communication. This school site needed to establish a comfortable working environment as new methods and ideas were introduced into education to replace long established procedures. The National School Public Relations Association (1991) stated that ninety percent of a school's staff wanted to do well in times of change in organizational structure and instructional practices.

Characteristics of an individual school made a difference in teaching and learning. Within this practicum, evidence has shown that the school site needed more time to communicate and work together to make conditions more conducive to teaching and learning. Time was an important factor in supporting group gatherings for sharing information, planning, and communicating among all school and staff members. Since the site was an elementary school, teachers seldom had an opportunity to exchange more than a few moments of in-classroom experiences with others during the course of the working day. Isolation of classroom teachers and school personnel made it impossible to network together for an exchange of ideas and information. Many teachers still had not overcome the taboo that prevented teachers from making their ideas and their teaching visible to others before the implementation of the spotlight program.

The atmosphere of competitiveness needed to be changed to a collaborative and cooperative environment among all staff members and schoolpeople. Teachers needed to be recognized for performance and uniqueness of ideas, as well as the ability to incorporate ideas in the classroom atmosphere. The strategy of working together inspired, spread pride, and created a cooperative spirit among all schoolpeople. Smith and Scott (1987b) stated that working together in a collaborative environment helped teachers and school personnel to observe each other's teaching and working conditions to help improve one another's classroom performance. Experiential staff members were willingly able to share effective practices with new colleagues when presenting new instructional practices.

Teachers and staff members did not have formal times to build simple relationships with each other, to share ideas about an individual's classroom settings, and to promote activities that involved and interacted with teachers and school personnel. Research has shown that a positive work environment that supported an open healthy climate, trust and collegiality, and on-going communication between all schoolpeople working together resulted in an effective school for teaching and learning. The school's climate seemed to be a contributing factor in its success or failure as a place of learning.

Liaison Person - Writer as a Mediator

The writer acted as a mediator to organize, plan and guide the school members in the spotlight program. The strategy of using a mediator helped in developing a plan of action to be implemented for improvement in on-going school communication, support, and personal relationships with all teachers and school staff members. The mediator introduced the importance of learning how interpersonal relationships, participation, support, and involvement in building a team support system for greater accomplishments and achievement in the school's educational setting. The mediator listened for conflicts and helped to form solutions. The mediator helped plan and arrange specific activities to suit the needs of the faculty and initiate positive insight for faculty renewal.

The strategy of using a mediator helped to determine the needs for professional growth and the school's conditions or informational sources which helped in narrowing the focal point of a collegial program. Since the writer (mediator) worked here it was easy to assess the internal knowledge of the staff and to draw on the external knowledge about learning and teaching. Curricula exchange, mandates, major school problems, research on good teaching, learning, and exemplary programs served as starting points in the process of determining what was needed. The value in considering an approach was to make the focus of a program both reasonable and feasible.

Archilles & Gaines (1991) suggested an orientation time to be held before the implementation project began. The orientation consisted of the project's plans, objectives, and strategies for building a positive environment at this school site. The mediator helped to research each presenter's topic to provide the presenter with a quantity of information which included handouts and follow up activities. Each presenter selected a theme that went along with the presenter's topics. Regan (1987) suggested to integrate themes into the program to heighten success and interest of the program's participants. The mediator helped plan activities, order appropriate materials, and set up themes that supported each presenter's presentation topic.

Presentations On New Topics Which Utilized Faculty Members And Staff Members To Present Resource Materials And Network Together

A learning environment needed to be created as a strategy for networking all schoolpeople together as a unit. The environment needed to be more than a workshop and broader than improving instructional skills. Arbuckle & Murray (1989) suggested that a staff development system was more than an integrated whole. It was a cohesive framework for professional growth within which a variety of learning activities, people, and resources were connected together. New practices needed to be embraced, examined, and implemented for continuous growth and improvement.

The strategy of utilizing frequent, continuous, and concrete precise talk about teaching practices needed to be incorporated into the school's climate. The Minnesota State Department of Education (1985) stated that in successful schools, teachers were more likely to discuss instructional practices rather than problems, social lives, and failures of students. Teachers needed to share a common language which described teaching practices and methods. Teachers were permitted to define instructional practices and share ideas offering a common language among all teachers to form a coherent bond for teaching all students with successful instructional practices.

Teachers and staff members needed the strategy of presenting instructional practices and ideas to all schoolpeople as an avenue to observe the performance of a teacher and his/her method of teaching in action. Teachers who voluntarily were willing to share an instructional practice with all staff members observed the positive impact of a new practice or new technique and also had the opportunity to get feedback on the topic presented.

Boles & Tronen (1992) stated that teachers played the role of trainers in presenting a topic to the school staff. The strategy of using teachers and school staff members as presenters to introduce new instructional strategies to be used within the classroom setting, created an opportunity to speak out to other teachers and staff members about how students should be taught. It was often the case that teachers rarely had the opportunity to talk about the philosophy of educational practices once a teacher had a position as a real life teacher within a school workplace.

A common shared language among all colleagues separated practices from personalities without judging the competency of the teacher. Teachers sharing needed practices with all colleagues sparked other teachers' interest in new procedures and added to an individual sense of competency and confidence in the classroom environment. New procedures that have been used by a teacher in the same building, with the same students helped other teachers feel that it was possible to implement the new practices within any classroom.
The school needed to use the strategy of teacher presentations to implement new instructional strategies and methods to all schoolpeople at this school site for collegial, collaborative planning, and teaching each other about successful instructional practices in order

to develop materials together, to observe each others teaching practices with positive feedback, and to share precise, concrete language for positive instructional behavior.

The Minnesota State Department of Education (1985) stated that it was better to use positive feedback and non evaluative statements to evaluate teacher presentations of instructional strategies rather than to rate the performance of the presenter giving the presentation. If constructive criticism was offered, it should have included a description of activities, behaviors and alternative techniques that could be used to replace the instructional strategy presented. The strategy of using positive feedback when assessing individual presenter's topics was presented in a positive manner and had the potential of bonding professional educators together for serving a common purpose for teaching and learning.

Follow Up Activities

In order to help teachers and school staff members implement new practices presented by each presenter, the strategy of using follow up activities was incorporated into the program. Joyce, Murphy, Showers & Murphy (1989) stated that the exploration of research based teaching strategies needed to be implemented into the regular workday of teachers. Teachers who were exposed to a variety of activities designed to promote professional interaction needed a time to implement the activities within the classroom environment. All participants in the spotlight program had the opportunity to utilize all presented topics and approaches within the classroom setting, after the presentations topics were completed each month. Teachers and all staff members had the opportunity to examine and try the new instructional approaches in the classroom for more increased student learning and teaching.

Teams

Boles and Tronen (1992) stated that in order for teachers to remain a vital part of the educational system, teachers must be engaged and committed to teaching. Teachers needed an allocation of time for discussion and reflection away from the demands of the classroom. Theel (1990) suggested that team meetings needed to be scheduled on a regular basis. A team leader was selected to work with the team to schedule appropriate meeting times, the location of all meetings, and the collection of all materials to be used by the team for a team portfolio. The interaction and communication was done through the strategy of using teams. Groups met on a regular basis and all members attended all meetings. Weber & Karman (1989) stated that creating teams for building collegiality, conferring, and networking was the solution to a command and control environment among all team members to restructure a positive school climate. Teams had an advantage in obtaining optimal utilization of diverse resources available at a school workplace. Teams utilized the effective talents and abilities of all schoolpeople to combine and enrich power within a school's setting.

Joyce, Murphy, Showers & Murphy (1989) stated that new organizational forms enabling people to work together as a team was necessary. All teams needed to be established, organized, and nurtured with support and concern for all who shared in the life of a school. In addition to the technique, skills, abilities and new understandings of instructional practices that the schoolpeople had learned, all schoolpeople who had participated on a team strongly had expressed that a great deal had been learned about themselves. The strategy of using teams provided a variety of ways to gain the trust of all people in a school's setting, even when a particular teacher or staff member was previously known to all participants in the spotlight program. All spotlight team participants came to be seen by others as legitimate and credible. This was accomplished by demonstrating their expertise and value to other spotlight team members. All team participants worked actively to take part and serve as a member of a team, whether it was in providing resources, gathering items from the monthly presentation meetings to be placed in the team portfolio, offering a classroom for monthly team meetings, providing snacks for team meetings, or making sure all team assessment forms were completed during the team meetings. All team participants showed how good they were - experts or helpers, important enough to belong in the school's setting.

As teams worked together supportive groups were built, schoolpeople were sharing, struggling and had a feeling of comfort working as a group rather than alone. Many schoolpeople found teachers or staff members as experts in their own right and could teach others things that they had learned. The idea that there were problems common to all teachers and staff members made it easier to address the problems collectively and to build a team of productive working relationships.

Regan (1989) suggested for a collaborative workshop to be organized, so that teachers and school personnel could communicate on a daily basis. The strategy of using teams meeting once a week to design a group portfolio, spotlight program meetings, presentations and activities was implemented during the course of the spotlight program. Each team used a notebook to collect resources and information, and pictures to document spotlight meeting presentations and activities. Using a portfolio involved all team participants to explore a task which involved collaboration of all team members. The groups met on a regular basis to compile a portfolio which involved preplanning of group discussions, working agendas, and reporting insights, suggestions, learning and criticism of monthly spotlight presentation meetings.

Report of Action Taken

Communication and Working Together To Manage Change through Monthly Gatherings

The spotlight program was a way for teachers and school personnel to exchange information and ideas for building on-going communication, support, and personal relationships within the school climate. Teachers and school personnel learned how important interpersonal relationships, participation, support and involvement are in building a team support system for greater accomplishments and achievements in education. Spotlight gatherings were used to unite all school members at a school's workplace. Everyone working at the school site was invited to work together in a collaborative manner to share and analyze problems of a common interest to all members.

The spotlight gatherings were held for a period of eight months in the form of monthly get togethers. An open invitation was given to teachers, paraprofessionals, custodians, secretaries or anyone who was involved at the school site. Through monthly multicultural food feasts the school staff gathered to share experiential activities, demonstrations, discussions of classroom operations, strategies, and procedures. Weekly activities were planned to strengthen involvement and teacher student interactions. Activities were presented in various ways to involve all schoolpeople working at the school's site. Each of the eight monthly gatherings had a theme, topic for discussion presented by volunteers from the school workplace, follow-up activities, and a team portfolio that was completed together after each monthly presentation. The meetings were held during the last hour of the school workday from 2:00 p.m until 3:00 p.m. Attendance was taken at each meeting using an attendance sheet complimenting the monthly theme (see Appendix H).

This strategy helped to develop everlasting acquaintances within the school workplace. Teachers, paraprofessionals, custodians, cafeteria workers, administrators, and one schoolboard member were involved in the monthly spotlight gatherings for a one hour time period for eight months. The spotlight gatherings were held on a Wednesday, during the second week of every month. After each monthly spotlight gathering, all participants in the program created discussions and talked about the gatherings, the foods supplied for the gatherings, and especially the information presented to the group. The participants seemed to network together for a feeling of security, comfort, and trust. The theme of each spotlight gathering created a relaxed atmosphere after a hard day's work. All participants joined in the fun and excitement of being involved with fellow school members through a positive and nonthreatening approach. All participants had time to greet members that may not have been seen throughout the school day.

Delivery/Networking

The writer, serving as a mediator to the Spotlight Program, personally handed out to teachers and schoolpeople at this school site monthly thematic newsletters, food feast menus, and invitations to the each group gathering. All announcements to the gatherings were produced on the computer, and contained an outline of the program events for a four week period. The method of hand distributing the invitations transferred this traditional isolated school climate into an open collaborative model of communication for networking together as a unit. The success of the monthly spotlight gatherings to increase collegial relationships at this school site were evaluated through the Spotlight Program Questionnaire (see Appendix B).

Presentations on New Topics Which Utilized Faculty Members and Staff Members to Present Resource Materials and Network Together

At the beginning of each month, throughout the school year, one or more of the participants in the program volunteered to do a spotlight presentation for the monthly meeting. The strategy of using teachers and school personnel as presenters enabled other schoolpeople to become aware of who implemented new instructional strategies within the school site. Since all topics for discussion were currently being used within the presenter's classroom, then the presenter could be used as a resource person at this school site. Along with the presentation topics, the presenter set up an array of activities and demonstrations to be utilized in the classroom setting. In this manner an environment was created to allow an individual's resources to be shared and exchanged. This strategy called upon the expertise of its own members as consultants.

At the beginning of the month the spotlight presenter chose a topic of interest pertaining to a new instructional strategy or procedure used in his/her classroom setting. When the presenter made a commitment to a monthly gathering, the mediator and the presenter would meet during the first week of the month to plan, organize, and collect all needed materials for the success of the presentation topic chosen. Along with the presentation, the presenter was required to create follow-up activities to be shared and used in the classroom by the spotlight participants.

The spotlight presentations added a growth of knowledge to each and every teacher and school personnel member. Each presenter had a chance to speak out for what they believed and encouraged positive relationships with other schoolpeople. This strategy gave opportunities to teachers and school personnel for a time to learn from each other, share ideas, and openly demonstrate various methods and strategies of teaching and learning. The presenters acted in a role as a trainer, which drew upon the talents and the expertise of many different individuals at this school site.

This strategy permitted presenters to collect a shared language which enabled all teachers and school personnel to discuss the business of teaching. Instructional practices presented at teacher gatherings by an individual presenter became easily definable and concrete when the presenter was from the school setting. Teachers were able to discuss classroom practices, shared ideas, and procedures in a comfortable environment. The on-going presentations on numerous topics promoted the growth and success of all teachers and school personnel to bring about the best educational environment possible.

Evidence of teachers and school personnel utilizing resources, exchanging ideas and methods of instruction was shown through the Spotlight Program Evaluation Form (see Appendix C) given to all spotlight participants at the end of the program implementation period. The Positive Feedback Form (see Appendix E) was used after each monthly presentation to evaluate, recall, and give positive insight for the sharing of ideas in the spotlight participant's own school environment or classroom. The forms were completed together by teams at the portfolio meetings held at the end of each month.

Follow-up Activities

The follow-up activities were created by the presenter to give classroom teachers and school personnel hands-on experience in utilizing the presented topic. All of the follow-up activities were fun, creative, and caught the interest of all spotlight participants. The activities were required to be completed during the third week of the presenter's implementation period. A portfolio of pictures and materials used during the monthly gathering and the Portfolio Guidelines Checklist (see Appendix D) documented evidence of all activities that were completed during each monthly gathering by all program participants. Evidence of completed activities were also displayed in the lounge for show during the third week of a spotlight gathering.

Teams - Meeting Together to Produce a Portfolio

Teams were formed to draw teachers and schoolpeople together as a unit in sharing ideas, discussing new instructional strategies, and in forming thoughtful decisions. The main purpose was to work together to compile a team portfolio of all materials presented during the eight month implementation period of the spotlight program and to increase on-going communication. Each team member was to understand that he/she was an individual in a group, making a unique contribution from which the entire team benefited.

Teams were formed through random selection. Six to eight people served on a team, selected a team leader who organized and planned each monthly meeting, and selected a team name: School Patroll, Do Rights, Procrastinators, Dream Team, Party Animals, and Paw Paw Panthers. Because of the enthusiasm the spotlight program brought another school was invited to attend all meetings after January. All spotlight participants entering the program after January were awarded thirty inservice points for their participation. This increased the support group to 44 members. All team names along with its members were posted in picture frames in the teachers' lounge. Teams were formed to heighten a group's ability to work collaboratively, enhance their productivity and satisfy as team members entertained and worked with a variety of different viewpoints.

Teams met at the end of each month to compile a team portfolio. Each team was required to meet on a monthly basis during the fourth week of each monthly presentation. The portfolio was a collection of information gathered from each presenter's monthly topic, outlines and invitation to each presenters planned activities for a four week period, samples of thematic decorations used to heighten the success of each presentation, samples of hands-on activities and pictures of the spotlight gatherings were included in the portfolio.

Each member of a team took a responsible role in completing the portfolio. All six teams successfully completed a unique and creative portfolio. All teams met the criteria on the Portfolio Guidelines Checklist (see Appendix D). Each team compiled a portfolio of information and turned it in so that it can be used as a resource at the school site.

The Portfolio Guidelines Checklist (see Appendix D) was a criteria checklist of all topics and activities presented during the eight monthly spotlight gatherings. All materials provided evidence of ideas, resources and activities that documented on-going communication and sharing between teachers and school personnel. A checklist was used to set guidelines for each team (see Appendix E). A Team Conference Form (see Appendix F) was used to record the attendance of all team members at the end of the spotlight implementation period.

Prizes - Rewards - Awards Day

An incentive was given to all spotlight program participants to reach an ultimate goal of achieving strong communication skills and develop relationships among all teachers and school personnel. At the completion of each spotlight program all participants were recognized for a job well done by receiving sixty inservice points, and a certificate of completion in the spotlight program. Intrinsic rewards nurtured motivation and enabled all participants to be rewarded for involvement in the program. All participants received thematic ornaments, and prizes were given at the end of each monthly spotlight gathering. The prizes helped tc encouraged all participants to remain until the monthly presentation was completed, multicultural food feasts were provided for participants to enjoy while the presenter discussed his/her topic, and table decorations were made available to the participants to be used as evidence in the team portfolio.

Spotlight Program Meetings - Cafeteria

All program meetings were held in the school cafeteria to provide a large enough space to accommodate all participants in the spotlight program. The cafeteria had enough space to set up special decorations needed for each program gathering (see Appendix H). Special tables were made available for attendance sheets, pamphlets, resource packets and prizes. One table was set up for items that were brought to the spotlight program for sharing with others. All materials were hands-on materials or items that could be integrated into the presenter's presentation.

On the last day of the program implementation period, the writer had an awards day for all participants in the spotlight program. Participants were honored with trophies and a picture of their spotlight team. Several participants were recognized for helping the writer set up each program presentation. The principal of the school was honored for letting the writer implement the spotlight program to improve upon the on-going communication of all schoolpeople at this school site.

The implementation of this practicum was October 1992, and continued until May 31, a period of thirty two weeks. The timing of this practicum's implementation was built on positive relationship between teachers and school personnel to increase sharing of ideas, information, regular communication and on-going activities for effective improvement of learning and teaching at this school site (Appendix G).

Calendar Plan

October (14 - 19)

- The writer met with the principal and the curriculum specialist to discuss the goals and objectives of the spotlight program. A beginning program date was discussed and agreed upon.

- The writer met with all teachers and school staff members to discuss the Spotlight Program and to recall the introduction meeting presented earlier on the writer's topic, "collegiality." Members were voluntarily recruited to participate in the program. A time, gathering place to hold meetings, and a day was discussed and agreed upon by all members. A list of voluntary participants was recorded.

- The writer informed all participants in the program that learning occurred during the program from the input of ideas from all members present at each monthly meeting, sharing and demonstrating various methods, and strategies of teaching and learning.

- The writer informed all participants that planned monthly activities gave the presenter a chance to share and encourage positive relationships with other schoolpeople.

- The writer recruited volunteers to present information at the monthly gatherings. The writer and the presenter designed activities to involve and increase teacher and school personnel participation.

- The writer organized presentation months, dates, and times for monthly gatherings October through May.

Writer and All Presenters Meeting
Discussion of the Implementation of Week One and Two

- The writer met with each presenter to help plan monthly programs and topics for discussion, schedules, planning time, date of presentation, and to answer any questions. The writer told all presenters that she would act as a mediator during the spotlight program implementation.

- The writer gave all presenter's a credo to follow on working together as a team (Gordon, 1983).

- The writer informed the presenters of strategies and methods that can be used to present a topic to the audience (teachers and school personnel).

  Examples: Presenters Can .....

  * Show his/her classroom or workplace.
  * Discuss the operation of his/her classroom and/or a position within the school site. This was done through a video tape, slide presentation, or oral communication.
  * Share Teaching Methods and/or Ideas
  * Talk Sessions
  * Share an artifact, special club that he/she sponsored and/or ideas that needed to be shared and explained for total school participation and involvement.
  * Discuss and share his/her schedule
  * Suggestions

- The writer discussed strategies on how to recruit teachers and school personnel to volunteer to do an individual presentations. Through multi-cultural food feasts and a theme for each presentation, all school staff and personnel would be invited to participate together and share experiential activities. demonstrations, discussions of classroom operations and strategies while enjoying a meal. Along with the food feast, the presenter planned a menu, designed an invitation, and decorated for the presentation. All materials were provided by the writer. A special favor was given to each participant for attending the gathering. Special activities were planned for each meeting, allowing participants to win prizes pertaining to the presenter's theme or topic of discussion.

- Literature was distributed on each presenter's topic, and kept in a binder (portfolio) provided by the writer. All presenters were welcomed to add any materials that were needed for his/her presentation.

- The writer and each presenter completed an outline of his/her topic before the actual gathering date. The outline was included with the food feast menu, topic of discussion, theme and needed materials, methods of involvement and participation.

- The writer had a set time to assist the presenter's with needed materials, information, or help that might be needed in organizing a monthly program from 2:00 p.m. until 3:00 p.m. daily, during the first week of each implementation month.

- The presenter had a follow up time to discuss and answer questions after each presentation. A checklist was used to document all participants attending each spotlight program (see Appendix I).

Third Week Teacher Activities Planning

- The writer discussed with the presenters methods on how to involve teachers and school personnel. During the third week of the monthly spotlight presentations.

  Examples: Teacher Activities Can Be....

  * Invite a resource person to speak about restructuring of education currently in progress in schools today.

  * The writer can share a portfolio of information that the presenters can use to order or reproduce literature on new ideas in education.

  * Teacher Recognition Day as a time to visit a classroom or demonstrate an activity or games of the presenter's choice.

  * Make "All About Me" posters and display posters in the teachers' lounge.

  * Have a scavenger hunt with a prize.

  * Collect phone numbers and addresses of all school personnel in a given length of time and award a prize for the most phone numbers and addresses accumulated.

  * Arrange a monthly birthday party for all school personnel during a certain month.

  * Do the True Colors activity with teachers and school personnel involving a learning styles inventory.

  * Organize a display of activities or games to be displayed in the teachers' lounge.

  * Suggestions

- The follow up on each topic presented was for the participants to utilize the information during the third week of the presenter's program. The presenter may choose for the participants to visit an Odyssey of the Mind Club meeting in progress during the week.

- Checklists were used to document the participants who visited the Odyssey of the Mind program. Each topic presented had a follow-up activity which pertained to the presentation topic. Checklists were used to document all participants taking an active part in each follow up activity. All follow up activities were chosen by the presenter and a discussion of the activity was held during the fourth week of the presenter's scheduled month. Encouragement was given to all participants to attend the third week of follow-up activities if attendance was low.

Fourth Week Team Activities and Portfolio Organization

- The writer discussed the activities and the portfolio with the presenters during the fourth week of team activities. During the fourth week teachers and school personnel were involved in on-going team meetings with six to eight members to a team (see Appendix J). All activities focused on the teachers and school personnel networking together to build a positive climate at the school site.

- The presenter and the writer discussed and reviewed the portfolio procedures with the teams (see Appendix D). Each team was to selected a team leader to help organize the team meetings. At the end of the month each team was to evaluate the topic discussed at the monthly gathering using the Positive Feedback Form on Presentations (see Appendix E). Attendance at each team meeting was documented by using the Team Conference Form (see Appendix F).

(Portfolio - A file of all printed material will be compiled throughout the spotlight program. All information was be used for communication, networking, and documentation between all participants involved in the spotlight program).

- The writer gave all participants at the school site a copy of the spotlight agenda for the spotlight program and an outline of each presentation.

- The writer initiated the first presentation in October. Since the first two weeks in October were used to discuss the program's implementation to all school administrators and staff members, the writer thought it would be useful to present the first presentation, Portfolio Assessment, as a guide for other presenters in the spotlight program. All planning, presentation implementation, follow up activities and team portfolio meetings were conducted during the last two weeks in October.

Spotlight Program - Planning Presentations
Schedule of Events for Week One
Month/Week - Presentation Topic/Theme/Food Feast Menu

October		Portfolio Assessment Octoberfest / Music - Polka Menu: Sausage and Sourkraut, Lima Bean Soup, Assorted Fruit Coolers, Russian Tea, Coffee, Non-Alcoholic Beer, Variety of bread (pumpernickel, wheat, rye, white).
November	2 - 6	Odyssey of the Mind Theatrical Menu: Chicken Salad/Croissant, Fruit Mixers, Hazelnut Coffee.
December	1 - 4	Technology and Computers Jamaican Christmas / Music - Reggae Menu: Cream Cheese & Pimento Appetizers, Orange Shrimp, Fruit Kebabs, Black beans & rice, Meatballs with Orange Sauce, Fried Bananas, Jamacian Coffee.
January	4 - 8	Testing / African Culture Jazz - Music - Jazz Menu: Coconut Chicken, Ghana Stew & Dumplings, Yellow Rice, Chocolate Dipped Banana Boats, Assorted Breads, Hot Coco, Chocolate Coffee.
February	1 - 5	New Roles For Teachers Mexico / Salsa Music Menu: Chili & Hard Bread, Burritos, Toco Chips & Picante Sauce, Rice Pudding, Tea, Coffee, Soft Drinks.
March	1 - 5	Special Arts Mardi Gras Menu: Breakfast Waffles and Pancakes (with jam or syrup), Cheese Omelets, Muffins, Bacon, Sausage, Assorted Pastries, Coffee or Tea.
April	5 - 9	Reading and Communication Vikings Menu: Swedish Ham, Swedish Meatballs, Red Cabbage, Cucumbers, Liverwurst, Applesauce Cake, Danish Rolls & Butter.
May	3 - 7	Grant Writing / Paraprofessionals Jobs / Solving Conflict with Kids Hawaii Menu: Grilled Hawaiian Chicken, Rice, Corn on the Cob, French Onion Soup, Pineapple Delight, Non-Alcoholic Champagne, Tea, Coffee, Soft Drinks.

- The writer met with each presenter on the week indicated by each month to help plan monthly programs and topics for discussion, schedules, planning time, date of presentation, and to answer any questions.

- The writer gave all presenter's a credo to follow on working together as a team.

- The writer and the presenters reviewed the strategies and methods that can be used to present a topic to the audience (teachers and school personnel).

Examples: Presenters Can .....

- Show his/her classroom or workplace.
- Discuss the operation of his/her classroom and/or a position within the school site. This was done through a video tape, slide presentation, or oral communication.
- Share Teaching Methods and/or Ideas
- Talk Sessions
- Share an artifact, special club that he/she sponsored and/or ideas that needed to be shared and explained for total school participation and involvement.
- Discuss and share his/her schedule
- Suggestions

- The writer discussed strategies to recruit teachers and school personnel at individual presentations. Through multi-cultural food feasts, and a theme for each presentation, all school staff and personnel would be invited to participate together in sharing experiential activities, demonstrations, discussions of classroom operations and strategies while enjoying a meal. Along with the food feast, the presenter planned a menu, designed an invitation, and decorated for the presentation. All materials were provided by the writer. A special favor was given to each participant for attending the gathering. Special activities were planned for each meeting allowing participants to win prizes pertaining to the presenter's theme or topic of discussion.

- Literature was distributed on each presenter's topic, and kept in a binder (portfolio) provided by the writer. Any materials added by the presenter were included. Packets of information were put together for easy distribution at the spotlight gatherings (see Appendix K).

- The writer and each presenter completed an outline of his/her topic before the actual gathering date. The outline included the food feast menu, topic of discussion, theme and materials, methods of involvement and participation for the third week of follow up hands-on activities (see Appendix L).

- The writer had a set time to assist the presenters with purchasing needed materials according to a chosen theme and to give information or help that might be needed in organizing a monthly program from 2:00 p.m. until 3:00 p.m. daily, during the first week of each implementation month.

- The presenter had a follow up time to discuss and answer questions after each presentation. A checklist, or sign in sheet was used to document all participants attending each spotlight program (see Appendix I).

Spotlight Gatherings
Schedule of Events for Week Two

November 9 - 13
December 7 - 11
January 11 - 15
February 8 - 12
March 8 - 12
April 12 - 16
May 10 - 14

- The writer and presenter gave all participants at the school site a copy of the calendar of events for the month's spotlight program (see Appendix G).
- The presenter and the writer made invitations for the meeting using a computer (see Appendix M).
- The presenter and the writer decided on food arrangements according to his/her theme.
- The presenter and the writer distributed the invitations and an outline of the selected topic and weekly activities. Each invitation and outline was personally delivered to all participants in the spotlight program. (Everyone at the school site received an invitation). All names were on a checklist to make sure all schoolpeople working at the school site were invited. Names were checked off as invitations were handed out.
- The presenter and the writer got all materials ready and organized for the gathering. (Place all hand-out materials in folders, binders, or whatever the

presenter chose to organize presentation materials. Some presenters chose to place all presentation materials in colorful packets. During the technology presentation, the presenter placed all materials in a Christmas stocking to coordinate with the theme, Jamaican Christmas (see Appendix K).

- The presenter and the writer had all participant activities planned and organized.
- The presenter and the writer had all prizes planned for the winning participants in the activities at the presenter's gathering. (The presenter chose to award prizes as a door prize, so that all participants stayed for the entire meeting) (see Appendix N).
- The presenter and the writer made a checklist of all items completed - the menu, the theme for the gathering, materials and decorations were all planned and ready for the gathering.
- The presenter and the writer decorated the cafeteria, prepared the food, arranged hand-out materials, and got ready for the gathering (See Appendix O).

Schedule of Spotlight Gatherings
Week Two

November 11
December 9
January 13
February 10
March 10
April 12
May 12

- The presenter had a sign in sheet to record all participants at the gathering (Sign in sheets were made according to the presenter's theme) (see Appendix I).

- The presenter greeted participants at the door. Each participant was guided by the writer to enjoy the food feast (see Appendix P).

- The writer distributed folders to hold all information received at each meeting.

- The presenter presented his/her topic to the participants while everyone enjoyed the food feast (see Appendix Q).

- The presenter encouraged questions, idea sharing, or comments from the audience during each presentation.

- The presenter initiated participant activities, and awarded prizes. The prizes were awarded to the participants through a random drawing of all participants' names. As the participants signed in at each gathering, a name was written on a separate piece of paper and placed in a hat for selecting winning names (see Appendix N).

- The presenter discussed with the participants the form of teacher communication in which the presenter had chosen to involve teachers and school personnel within the third week of the program's activities.

- The writer discussed the team activity within the fourth week of the program's implementation.

Spotlight Follow Up Activities
Schedule of Events for Week Three

November 19 - 20
December 14 - 18
January 18 - 22
February 15 - 18
March 15 - 19
April 19 - 23
May 17 - 21

Month / Week - Presentation Topic/ Theme

Month: October
Topic: Portfolio Assessment
Theme: Octoberfest
Activities: Volks March - The mediator asked all spotlight participants to open up the classroom environments, and workplaces for viewing. All school staff members and personnel agreed to have schoolpeople at this school view their work environment. The mediator set up times for all participants to be viewed. Teachers, cafeteria workers, custodians, administrators, and the school students walked in large groups to view every workplace in the school.

Month: November
Topic: Odyssey of the Mind
Theme: Theatrical
Activities: Each spotlight team was to create a solution to a given problem in the form of an Odyssey

of the Mind performance (see Appendix R).

Month: December
Topic: Technology and Computers
Theme: Jamaican Christmas
Activities: All participants in the program were to use the computers and document the date, time, and the name of the participant using the computer. A short program was developed by the presenter for use by the program participants (see Appendix S).

Month: January
Topic: Testing / African Culture
Theme: Jazz
Activities: Collect all phone numbers of participants in the program to make a small school phone book to test the participants knowledge of who worked at the school site and to have personal contact with each participant. Small phone books were made on the computer and handed out to each participant.

Create an African necklace using a variety of beads. Each participant was to wear his/her creation at the end of the week.

An outline of Africa was used to make a Colleague Map. The map was divided into sections to represent the school workplace. The participants were to place the name of each spotlight member in his/her work environment on the map (see Appendix T).

Month: February
Topic: New Roles For Teachers
Theme: Mexico
Activities: Six cards held an activity that was to be made by each team. The team leader in each group selected a card with a hands-on task to create. Each team had the task of creating something from Mexican: sombrero, morocco, flower, pottery, or a Ojo De Dio (see Appendix U).

A learning styles profile was administered to all participant's to determine each participants behavioral style: controller, promoter, supporter or analyzer (Nova University, 1990).

A Goal Orientation Index was administered to all participants to determine each participant's goal accomplishement style. The Goal Orientation Index gave information about each participant's behavior that was directed toward action or change. The profile provided the writer with information concerning how well each participant strived to achieve a goal (Atman, 1986).

Month: March
Topic: Special Arts
Theme: Mardi Gras
Activities: Each participant was to create a mask from given materials. Feathers and sequins were provided for creating the masks, but any added items were acceptable to create an outstanding mask. The librarian at this school site collected all masks and displayed all masks on a bulletin board with the saying "Teams Are Fun." Team members' names were also displayed (see Appendix V).

A special arts program was offered for all participants to view. Each participant was invited to experience the special arts program held in the gym; it was a day of art and craft projects which were made by students with special needs. Classroom teachers invited all students to view the program and enjoy the creative projects the special students made (see Appendix V).

Month: April
Topic: Reading and Communication
Theme: Vikings
Activities: The participants were to create a Viking belt and brooch. All materials were provided for making the belts and brooches. Any added materials were permitted to be used to

increase the authentic look of the activity.

During the third week activity period each participant was given a Biodot on a specific day to determine his/her stress factor. The Biodots created much curiosity throughout the day among all participants in the spotlight program.

All participants were involved in a flower exchange to increase the growth of peace and good will to fellow co-workers. A day was set aside for all participants to bring in a flower of their choice, place a given number on their plant and place it in the lounge for viewing. At the end of the day, numbers were placed in a flower pot and numbers were drawn to match an appropriate name on the spotlight checklist used to monitor spotlight participants attending all spotlight gatherings (see Appendix W).

Month:	May
Topic:	Grant Writing / Paraprofessionals Jobs / Solving Conflict with Kids
Theme:	Hawaii
Activities:	Since this was the last month for the spotlight program implementation period, all teams selected one team member to wear a hula

skirt made by the spotlight team members. The chosen team member was to dress in full costume wearing whatever team members selected as the appropriate dress for a Hawaiian Luau (see Appendix X).

- At the beginning of the third week, during the presenters' implementation period, a letter was handed out in each participants mailbox to remind the teachers and school personnel about the weekly follow-up activities that the presenter chose to implement and materials needed to carry out the activities. The mediator hand delivered materials to each spotlight participant and answered any questions pertaining to the third week of follow-up activities.
- The presenter and the writer initiated the activities.
- Documentation of all activities was made by the mediator and the presenter viewing the accomplished activities in action. Many of the teams worked together implementing the activities as a team.

Spotlight Team Meetings and Portfolio Organization Schedule of Events for Week Four

November 23 - 27
* December 20 - 31
January 25 - 29
* February 22 - 26
March 22 - 26
April 26 - 30
* May 24 - 28

* See note p. 79

- The fourth week teachers and school personnel were involved in on-going team activities (six to eight members to a team). All activities focused on the teachers and school personnel networking together to build a positive climate at the school site. Each team leader was responsible for organizing the meeting place, time and dates. Flyers were used as reminders for team meeting dates (see Appendix J).

- The presenter and the writer needed to reinforce all requirements to the portfolio procedures with team members (see Appendix D, E, F).

- The presenter and mediator gave suggestions on compiling the team portfolio and looked at the writer's portfolio of the first gathering that was implemented in October, as an example of how a gathering and presentation could be implemented for success. The mediator gave all teams information in how to organize team meetings for success and positive collegial relationships.

- The writer's portfolio with pamphlets, leaflets, booklets, and thematic materials from the first presentation were on display at each gathering for participants to view. The writer's portfolio was also kept in the lounge for viewing by all schoolpeople during the fourth week of each implementation month.

- During week four the writer made time available for all materials to be organized in the team portfolio.

- The writer's information portfolio with pamphlets, leaflets, and booklets was on display at each gathering for participants to review.

- The writer and the presenter reminded all teams of the team portfolio meetings, and to complete the Positive Feedback Forms on Presentations (see Appendix D) and the Team Conterence Form (see Appendix E).

- After all team meetings were held, the writer and the next presenter planned, organized and scheduled activities for the next gathering.

During the last week in the month of May a special graduation party was held for all participants in the spotlight program. Graduation caps and certificates were given to all participants in the program. Trophies were given to all presenters in the program. Special team pictures were made and given to all participants as a memory of the spotlight program, which created such warm and on going relationships at this school site.

Each portfolio was viewed by all members at the last spotlight program. According to the Portfolio Guidelines Checklist (Appendix D) ten extra points were to be given to the most creative portfolio. All teams had worked so diligently on each portfolio that ten extra points were given to each team for effort and creativity in accomplishing a tremendous task. All portfolio's were collected and used as a resource file at the school site.

All participants completed the spotlight program evaluation forms: Spotlight Program Questionnaire (Appendix B), Spotlight Program Evaluation (Appendix C) and Positive Feedback Form on Presentations (see Appendix E). The Portfolio Guidelines Checklist (Appendix D), was completed during the last spotlight team meeting in May. The checklist was placed in the portfolio, along with evaluation forms turned into the writer for evaluation of the spotlight program's success. All program evaluation forms were handed out during the last week in May and hand collected, so that all participants can give a true evaluation of the writer's program. The writer personally thanked all participants for their generosity, and especially the time taken to make this program a success for all schoolpeople working at this school site.

NOTES

*** December 20 - 31

- Due to the Christmas Holidays all participants in the spotlight program exchanged Christmas cards by mail.

*** May 24 - 28

- The writer distributed evaluations and arranged an awards day for all participants and presenters in the spotlight program.
- Team Portfolios will be collected and displayed for viewing. The writer took snapshots of the portfolios for documentation.
- Arranged a graduation day for all participants and presenters in the spotlight program.
- Collect all evaluation instruments.

Deviations and Modifications of the Plan

The calendar plan was followed as stated. The October monthly presentation on portfolio assessment was completed by the writer. The first and second week in October was set aside for planning the spotlight program with the principal and spotlight participants at the school site. The third week combined planning for the first spotlight gathering and implementation of the first spotlight gathering. The fourth week in October was used to initiate a follow-up activity pertaining to the presenter's topic, Volks March. The writer informed all participants that during the next eight months of the spotlight program, teams would be formed for unity in a comfortable atmosphere to solve and evaluate program topics presented by voluntary participants in the program. The first gathering was used as an example for all presenters to follow as a guide to implementing a monthly spotlight presentation.

All spotlight gatherings, follow up activities, team meetings, and portfolio's were completed with success. All evaluations were completed and returned with success before the last week of the implementation period in May. There were no problems that occurred in doing the evaluations that effected the results of the program's success.

At the beginning of the program, the writer gave all program participants a guide to the success of the restructuring and change in schools today, Blueprint 2000. The guide was used to integrate proposed objectives into the spotlight program. One goal stated that all school sites needed a time for staff members to be involved in more school inservice meetings. Appropriate guidelines were taken to use the spotlight program as an effective path for inservice meetings and the utilization of presented topics as new instructional strategies in curriculum development to heighten the success and growth of teachers. All schoolpeople were informed of new instructional strategies for teaching all students to obtain success and reach the maximum achievement in learning.

The program was awarded sixty inservice points to all participants for the completion of the program. Requirements for receiving the sixty inservice points were to complete and hand in a pre/posttest for all topics presented during the spotlight program. Each pre/posttest was to be handed in at the end of each team meeting, during the fourth week of each monthly program presentation. A log was kept to record all names and results of each participant involved in taking the sixty credit inservice points. The presenter and writer together composed a short written pre/posttest for each monthly topic presented.

The program used a team approach to unite schoolpeople in a common endeavor to encourage all participants to work toward a commonalty to express oneself in a mutual concern for the improvement of teaching and learning. Therefore teams shared a common intent in the evaluation of topics presented. In completing the evaluation forms Portfolio Guidelines Checklist (Appendix D), Feedback Form on Presentations (see Appendix E), Team Conference Form (see Appendix F) each of the six to eight members on a team shared in completing one form pertaining to the evaluation process rather than eight individual forms. Teams working together in a collaborative and collegial manner to share and analyze problems of a common interest to all members, led to a better understanding of how each member of the team felt about each individual topic and follow up activity presented. All participants on a team had an opportunity to voice his/her opinion and chance to be heard by other team members.

The spotlight program on collegiality was implemented for the first time in this school setting. All participants in the program were very interested in building positive relationships, exchanging information and ideas to support on going communication within this school's climate. All activities used within this program fit the needs of the teachers to improve the instructional strategies of teaching and learning. The activities demonstrated at each presentation utilized a hands-on approach to learning in an appropriate manner which increased the knowledge of all students. Several parents and a schoolboard member took a special interest in this program to discover and become acquainted with new instructional methods implemented in education today.

All supplementary materials used during the program were purchased in quantities by the writer and used for an informational resource by each participant in the program. Books, pamphlets, and leaflets were handed out to each participant on each presentation topic. In some cases each presenter designed a short summary of his/her topic presented with complete directions for implementation in the classroom. Some materials were permitted to be duplicated for group use. The writer duplicated all materials at her own expense. Each participant had a resource file of all topics presented for use after the spotlight program was completed. Some participants even shared ideas and methods to add to each topic discussed. During the eight month implementation period each participant had a rich knowledge of new instructional approaches used in education today.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Summary of the Problem of Concern

The problem of concern addressed by this practicum was to investigate and implement strategies to help build positive relationships between teachers and school personnel in order to increase sharing of ideas, information, regular communication and on-going activities for effective improvement of learning and teaching at this school site. Increasing communication and positive relationships were not promoted within the school system. Because there was not a regular release time for teachers and school personnel to engage in an open supportive communication network for building trust, developing shared responsibilities and leadership skills, it was hard to promote a collegial atmosphere. Teachers and school personnel experienced little knowledge of educational reform which brought positive methods of educating all students for greater achievement and success.

The work setting consisted of thirty-seven teachers and school personnel in an elementary school. Teachers, paraprofessionals, secretaries, custodians, and cafeteria workers all needed to know how important it was for building interpersonal relationships, participation, support and involvement in building a team support system for greater accomplishment and achievements in education. Unity within the school climate can help to provide children with better leaders who encourage all children to achieve goals for success.

Since this school was isolated from new ideas, approaches, contacts, and communication, restructuring renewal of educational ideas had been limited because of the distance between school systems, universities, and colleges. Once a year the school provided an inservice for teachers in which all teachers had to travel from one to two hours to a nearby area that offered the inservice meetings. It was necessary to bridge the gap between educational reform and schoolpeople by forming a strong link with other teachers and school personnel to implement educational reform within the school setting.

Support Group

The support group originally started out to be a group of thirty-seven teachers, paraprofessionals, secretaries, custodians, cafeteria workers, administrators, and one school board member. All teachers performed in an isolated atmosphere with instructional personnel in and out of the classroom during the school day. Administrators, secretaries, cafeteria workers, and custodians had little time to socialize with other schoolpeople during the school day.

Isolation compounded the problems that this school site experienced before the spotlight program was implemented.

Spotlight Gatherings

Objective One:

After implementation of this practicum, teachers and school personnel would feel comfortable with one another and be able to work effectively together. This would be measured by a questionnaire, designed by the writer, in which 35 out of 37 teachers will answer 8 out of 10 questions positively. (Answers will be in a yes or no format)(see Appendix B).

Results of the Spotlight Program Questionnaire

The questionnaire measured teacher and school personnel responses concerning the spotlight gatherings. The questionnaire examined the participants' attitudes toward the amount of time alloted for communication, frequency of communication, utilization of resources, strategies and ideas presented in a creative manner at the monthly spotlight gatherings, degree of trust and open communication among all school members, awareness of educational reform in a non threatening manner, comfort in sharing ideas with others, amount of interaction among all school members, and whether or not as a new or existing teacher one became familiar with all colleagues' roles. The teachers and school staff responded to the questionnsire in a positive manner stating that the spotlight program gatherings were an effective strategy to increase interpersonal relationships and trust for working in a school environment (see Table 2). All 44 participants responded to ten questions in a yes or no format to determine the success of the spotlight gatherings. A total of 44 participants expressed 8 out of 10 questions positively on the Spotlight Program Questionnaire (see Appendix B). Since the spotlight program participants increased after January, the total number of participants completing the Spotlight Program Questionnaire was 44.

Table 2

Summary of the Spotlight Program Questionnaire

Category	Possible Responses	Summary of Teacher and School Personnel Responses
1. The presenters gave information	a. that was very useful.	44
	b. that I have already known about.	17
	c. that aided in the understanding of other teachers' classroom programs, learning styles, teaching styles, management and as a resource for new ideas.	24
2. The spotlight program meetings have	a. made me enthusiastic about being a participant in the program.	44
	b. been very beneficial in helping to relate to others.	36
	c. been interesting, but I could not take part in all of the activities.	2
3. The most interesting part of the program was	- The activities and the different kinds of foods. - The writer and her presentations. - The presentation on solving student conflict. - Hands-on Activities - Getting to know the other teachers better, learning new ideas and the food. - I enjoyed all of it. - Specific techniques that I could use. - Spotlight Program gatherings, teacher and staff sharing. - Learning the real jobs others do, material sharing, how friendly everyone was. - The variety of ideas shared gave me more insight to what others teachers are doing and think is important. - Team meetings and the Spotlight Program - All the creativity - The presenters and topics. It was very enlightening and a good way to get to know fellow teachers and staff members. - Getting involved with the staff and co-workers in a way that we have never before. - The way each presentation was presented with a different theme. Each presenter had an abundance of information to pass out. - New Roles for Teachers - Sharing Information - Food yes, yes, yes	44

4. Do you feel this program has helped in building relationships between teachers and school personnel? Has the school climate changed because of this program?	Yes - It gave us a chance to meet with all teacher and school personnel. - Some personnel I seldom see except during the "Spotlight." - I feel it has helped but we must keep working toward change. - We learned to relax, laugh, and have fun with others. - Everyone seems to be more open and willing to share ideas, feelings, thoughts etc. - Relationships between the team members improved. - Teams have helped and they have helped me to meet others at our school. - Some friendly - We interact more - We now know who the motivators are. - I believe everyone tried to work hard together even when there were personal conflicts, etc. I believe everyone was willing to work together. - I believe that everyone has a better understanding of what goes on in the classrooms and jobs.	44
5. During the spotlight program presentations did you gain ideas and knowledge that would alter your teaching methods and approaches? What were the approaches or methods that you used? (Give examples)	Yes - The information was great almost too much. I hope this summer to sort through it all. - I still refer to past presenters information and plan to keep all that I have received in my teaching resource library. - Identified with teaches as facilitators and I have tried to incorporate it into my classroom. I liked the idea that change in education can from our fellow faculty. - The idea was very useful to become aware of all teachers and school staff. - Change for teaching in more creative ways is coming (is here). It will take alot more study and research but the see for the need has been planted. - The writer is a very professional person. She is great at everything she does. We hope this program is continued next year. We love you Kay.	44

Spotlight Presentations

Objective 2

At the completion of this practicum, teachers and school personnel would utilize resources at this school site to create an environment that allows an individual's resources to be shared and exchanged. This would be measured by a written evaluation, designed by the writer, in which 30 out of 37 teachers and school personnel will answer four out of five question positively (see Appendix C).

Results of Spotlight Presentations

The Spotlight Program Evaluation (see Appendix C) showed an increase in teachers and school personnel utilizing resources at this school site. All spotlight participants encouraged materials to be shared and exchanged. The evaluation form provided the writer with evidence on whether the teachers and school personnel had increased their knowledge of new educational strategies, aided in the understanding of other classroom teachers' programs, whether the spotlight meetings have been beneficial, and if the program helped in relating to others (see Table 3). The evaluation also gave input into what part of the program was most interesting, if the program helped in building interpersonal relationships between teachers and school personnel, and whether the spotlight program presentations would alter classroom teaching methods and approaches.

A total of 44 participants answered five multiple choice questions on the Spotlight Program Evaluation (see Appendix C). Two out of the five questions on the evaluation were multiple choice responses. Both multiple choice questions on the evaluation had more than one possible response. Some teachers and school personnel chose two responses to answer one question. Three of the questions on the evaluation were short answer statements. The total number of positive responses for each question were recorded. The Spotlight Program Evaluation determined 30 out of 37 teachers and school personnel answered four out of five questions positively for success of the spotlight presentations implemented during the spotlight program. Since more participants were added after January the total number of participants in the program was 44. Therefore, 44 out of 44 teachers and school personnel members answered four out of five questions positively for success of the spotlight program.

Table 3

Summary of the Spotlight Program Evaluation

Category	Summary of Participant Responses	
	Yes	No
1. Was the time allotted for the spotlight program enough time for encouraging communication among all members of the school staff?	24	20
2. Did the communication between all teachers and school personnel at this school site change after the spotlight program began?	41	3
3. Did the program provide for a network of frequent communication between teacher and all school personnel?	41	3
4. Did you make a list of the presenters' topics, strategies, methods, resources and will you attempt to utilize the presenter and the resources in your own classroom?	41	3
5. Is there a higher degree of trust among all members of the school site and is conflict dealt with openly and worked through?	41	3
6. Did the spotlight program inform and initiate effective procedures to guide school functioning and an awareness of educational reform in a friendly and non-threatening manner?	44	0
7. Did the spotlight program introduce you to a new way of doing things with a creative approach?	44	0
8. Do you feel more comfortable with sharing your materials and ideas with others?	44	0
9. Did you try to interact with all teachers and school personnel at this school site for the purpose of getting to know them?	41	3
10. Whether you are a new teacher, an existing teacher or a member of the school personnel, have you become more familiar with your colleagues roles at this school's workplace?	41	3

Portfolio

Objective 3

After implementation of this practicum, teachers and school personnel would have knowledge of new ideas and a better understanding of the importance of frequent communication at the school workplace. This would be measured by a portfolio, designed by team members from the spotlight program, in which 37 out of 37 teachers and school personnel would work together, in teams of four members, for the purpose of compiling a portfolio to document on-going communication and sharing of ideas between teachers and school personnel (see Appendix D, E, F).

Results of the Portfolio Guidelines Checklist

The portfolio measured teacher's and school personnel's knowledge of new ideas and a better understanding of the importance of frequent communication at this school site. The Portfolio Guidelines Checklist (see Appendix D) evaluated the effectiveness of the teams to work together as a group for the purpose of compiling materials for a portfolio. Evidence was provided in the portfolio to support on-going communication and sharing of ideas between teacher and school staff members.

The evaluation checklist had nine categories that each of the six teams were required to complete before handing in the portfolio at the end of the implementation period in May. Each category was initiated with a check mark to inform the writer that the stated task was completed. A bonus question appeared at the bottom of the checklist giving ten points to the most creative portfolio. All teams received ten points due to the outstanding work each team did in compiling each portfolio (see Table 4). All six teams, 44 teachers and school personnel, completed the Portfolio Guidelines Checklist (see Appendix D) and handed in a portfolio. Since the spotlight program added another team after January the total number of participant was 44 instead of 37.

Table 4

Summary of Portfolio Guidelines Checklist

Category	* Number of Teams Completing Each Objective
1. Presenter's Outline to each presentation.	6
2. Invitations to the spotlight gatherings including themes used for food feasts.	6
3. Showed evidence of materials used at each presentation pamphlets, books, etc. (Feedback Form on Presentations)	6
4. Documentation of instructional strategies or methods used (if shown) at each individual presentation.	6
5. Documentation of activities used during week three of each presenter's spotlight program.	6
6. Documentation of activities used during week four of each presenter's spotlight program.	6
7. Awards (Examples, pictures)	6
8. Team Conference Forms (Meeting Dates)	6
9. Picture of your team members.	6
Bonus: 10 points given for the most Creative Portfolio.	6
* Six Teams All Together	

Discussion

1. Spotlight Gatherings

All teachers and school personnel in the support group had a better understanding of what a collegial program was through the spotlight gatherings. The Minnesota State Department of Education (1985) stated that relationships which are categorized by collaborative and collegial relationships sustain productive school climates. Teachers and school personnel felt comfortable with one another and were able to work collaboratively and effectively together.

The solitary environment of teaching and working assignments, the physical layout of this school, and the restricted time of school schedules prevented interaction among all school members. The strategy of using spotlight gatherings provided each participant with a warm feeling of wanting to attend all gatherings because it gave each participant a "time" to socialize with others. The thematic atmosphere of each gathering produced a joy of creativity for teachers and school personnel to "join in" the festive event. The atmosphere created a relaxed environment for all participants to forget about the stressful events that can be produced throughout the day in a school workplace. Saphier & King (1985) cited that satisfying little gathering in the teacher's room, or after school should not be forgotten about; after all there should be a lot of laughter and humor at a school site, for an atmosphere in which to live and work.

Supplementary materials that were used in each gathering provided a way to demonstrate how the classroom environment or workplace can be recreated to achieve a brighter, cheerful outlook on the school environment and those that work within the environment. Each spotlight gathering incorporated numerous decorative materials for revamping the traditional classroom setting and workplace. Barth (1990) stated that the creation of a marriage between entrepreneurial creativity and corporate discipline, cooperation and teamwork are changes in the professional workplace of teachers that encouraged the increased quality, productivity and motivation.

Archilles & Gaines (1991) found that staff development programs offered rewards and recognition for participation and continued growth among all members in a school workplace. The strategy of spotlight gatherings provided participants with new ways for creating on-going communication, recognition and rewards. The teachers and school personnel were over-joyed with all of the festive supplemental materials received at each spotlight gathering. New and existing teachers and school personnel joined together in a joyous atmosphere to "talk", enjoy multi cultural food feasts at each gathering, and enjoy a presentation given by a fellow co-worker to learn about new instructional strategies and methods in education today.

In summary, all 44 teacher and school personnel learned that the spotlight presenters provided each participant with an in house reinforcement of human relation skills, personal coping skills through group interaction, development of meaningful support and companionship among all members for a comfortable and relaxed atmosphere for learning and working. This strategy helped to meet objective one with a one hundred percent positive understanding of the importance of working with one another and to be able to effectively work together. The National School Public Relations Association (1991) cited that a workshop and resource materials helped to build teamwork and create a vision for maximizing the human potential of every staff member in a school site.

2. Spotlight Program Presentations

The spotlight presentations gave each teacher and school personnel member a variety of instructional strategies, methods, and ideas to share. Each presentation offered a unique topic along with follow up activities for viewing and trying the methods presented. Arbuckle & Murray (1989) stated that when new practices are embraced, examined, and implemented, a school could experience continuous improvement.

All participants appreciated the presentations' materials and made positive comments on the quantity of materials passed out to each participant. Each presenter designed a packet especially to fit his/her topic of discussion. All materials were made to be utilized later on after the program implementation. All materials were usable and had a great deal of value for classroom implementation. The writer, as a mediator, helped to collect all material needed for each presenter's topic and helped to coordinate food feast menus and materials for all of the implementation activities.

Joyce, Murphy, Showers & Murphy (1989) stated that exploring the study of new research based teaching strategies and the implementation of strategies into the regular school workday of teachers helped to increase cultural change and innovation. The program emphasized a bond of shared understanding and a common language to reduce the stress of change in this isolated school site. Active learning processes were used instead of passive techniques (lectures) in order to share ideas and provide assistance to one another during the school day. Time was provided for all teachers and school personnel to experiment with the strategies and methods the presenter demonstrated at each monthly presentation. The participants took a great interest in completing each activity that was arranged for the third week in each month. The teacher and school personnel utilized talents, expertise, and creativity in completing the activities and felt a sense of pride as a reward for their effort. Scott & Smith (1987b) described programs that helped to introduce new norms of collaboration in schools where teachers are accustomed to working in isolation and suggestions were offered in which day to day activities can be implemented during the school day.

In summary, objective two has been met by 100 percent of all 44 teachers and school personnel in the support group by sharing and exchanging resources at this school site. The teachers and school personnel looked upon each presentation as a reward. Time was appropriated for learning new instructional strategies, as well as implementing the strategies in ones' own workplace. The presenter who volunteered to present a topic at a monthly meeting received much recognition and attention for sharing and exchanging knowledge of a new instructional method. This strategy was a magnificent innovative way to reduce teacher and school personnel isolation and create recognition of who was an expert on new topics in education today.

3. Portfolio and Team Meetings

The portfolio and teams strategy gave the greatest amount of self esteem and satisfaction to each member of the spotlight program. Boles and Tronen (1992) stated that teachers must have a time for discussion and reflection away from the demands of the classroom. Teachers and school personnel gathered various types of materials required to compile the portfolio according to the Portfolio Guidelines Checklist (see Appendix D). The teams met once a month to put all of the collected materials into the portfolio during the school day from 2:00 until 3:00 p.m. for an eight month period. The portfolio was designed by each team and documented all activities completed during the eight month implementation period of the spotlight program. Regan (1989) stated that notebooks can be distributed to participants to be used as journals to record insights, suggestions and criticism of team meetings. Participants can follow specific guidelines to document completed group tasks. All teams were working together with a larger understanding about compiling a portfolio for greater achievement. The teams working with compiling a portfolio had a head start and insight into what a portfolio was and how it was organized. The teams gained knowledge of this new type of assessment and will be ready when portfolio assessment is implemented within this county.

This strategy restructured the channels of communication and personal interactive teams, the school will use the information and resources as a knowledge base for improvement of this school site. The use of various talents and abilities was a binding power for completing the Positive Feedback Form on Presentations (see Appendix E). Teams used positive feedback to evaluate each spotlight presentation without judging the presenter. This task involved faculty commitment, confidence, selfless behavior, and supportive relationships among all team members. Weber & Karmar (1989) cited that a program created a team for building collegiality, conferring, and networking instead of a command and control environment among all members for a positive school climate. Scott & Smith (1987b) stated that teachers engaging in group observations of one another collect and analyze data from the observations and provide one another with feedback.

In summary, objective three has been met by 100 percent of all teams compiling a portfolio through team meetings. The six teams, 44 participants consisting of teachers and school personnel had more knowledge of new ideas and a better understanding of the importance of frequent communication at the school workplace. Success of the portfolios through on-going team meetings showed

44 out of 44 teachers and school personnel working together in teams of six to eight members, did compile a portfolio to document on going communication and sharing of ideas between all schoolpeople.

All teams collaborated together to increase positive relationships among their members. The writer noticed a change in the school atmosphere as each team united together as one. The social climate of the school was more pleasurable. All teachers and school personnel developed a unique relationship with each other, making the school climate very relaxed and comfortable. Each member of a team learned to accept each other's attitudes and behaviors for problem solving and group thinking. Team members achieved a personal gain toward increasing their skills in meeting the educational needs of this school site. All teams functioned together to achieve the objective of this practicum and to reduce the loneliness of the classroom environment and school workplace.

The success of the program was due to the overwhelming interest of the participants in meeting all of the stated objectives in the spotlight program. In order to bring about real changes in education and excellence the views and the opinions of teachers and schoolpeople had to be incorporated in the reform of educational systems now.

Recommendations

To improve upon this collegiality program the writer suggests:

1. Money or funds should be made available for copying, and purchasing resource materials and supplies. This collegiality program was implemented for the first time at the writer's school and funding was not available. Since the program was so successful, it will be implemented next year with all school staff members and funding should be made available for needed resource materials.
2. Presenters should be supplemented with additional resource materials so that teachers and school personnel will be able to utilize these support materials for their own use and as a means of communicating with others on the presenter's topics. All school staff members were eager to learn more on topics presented since restructuring of schools is taking place now.
3. Before starting the spotlight program, all those who would like to be involved in the program should be invited to attend. A survey of teachers, school personnel, community members, and parents can be done for a more accurate support group. All school sites within the county should be invited to attend.

4. Publishing meeting dates in the newspaper would encourage the community to attend the meetings and participate in all activities. Announcements at PTO meetings would make parents aware of the program and meeting dates. The first program gathering can be viewed by participants, and then a decision can be made as to whether they would like to take part in the program's implementation for an eight month period.

5. All food for the program was made by the writer. Some careful planning must be done in the preparation of food. Store bought foods can be used, or foods can be purchased through a restaurant. Safety measures must be taken so that no participants are allergic to the foods or may get sick from the foods. The writer used caution in preparing all food made. Some participants prepared food making sure it was prepared in a safe manner.

6. If an extra room is available in the school, the spotlight gatherings should take place there. No extra space was available at this school site, so the cafeteria had to be used. The only disadvantage was that the cafeteria had to be decorated two hours before the program started. The cafeteria was in use daily until 1:30, therefore, the writer had to

rush in preparing for the program. An extra room can be decorated and set up the day before the program.

7. A clean-up committee should be organized for each program. The writer had few volunteers to clean up after the program because the participants were anxious to get home.

Dissemination

Plans for dissemination have already started by writing an article about this practicum project in the administrator's monthly school newsletters that are circulated to all schools in the district by request of the writer's principal. Several teachers had inquired about doing the spotlight program next year. This practicum will be made available for use in the school library.

This program will be a regular part of the school plan at the writer's school for school improvement. This program has been incorporated into the plan to meet several of the objectives that must be implemented at the school site for improvement in education. Much success had been shown through the spotlight program to improve upon the isolation of this community and within the school's own climate.

The success of this program was attributed to the strategies used: Spotlight Gatherings, Presentations, Activities and Portfolio Assessment. All of the strategies provided teacher and school personnel with the opportunities to observe, learn and use innovative activities to increase the knowledge of all schoolpeople and create an awareness of new ideas and instructional methods in education today. Each teacher and school personnel participant had a growth of understanding of the importance of on-going communication, sharing, and exchanging ideas to increase the achievement of all students at the school site.

The aim of the writer will be to successfully implement the spotlight program at all school sites within this county. Through the strategies suggested this program was a great success. Involving teachers and school personnel in group gatherings that were festive, focusing on in school personnel as consultants to do monthly presentations on new instruction topics in education today, implementing hands-on activities that were experiential for all participant to perform and achieve success was a great contribution to the spotlight program. All schoolpeople who work in a school's workplace can successfully utilize the suggested objectives and strategies to achieve many goals and accomplishments for success. The writer has the intent of publishing this program in book form for greater use by all those people who work in the school environment to obtain as much success and pleasure as this school site did through the spotlight program.

REFERENCES

Achilles, C.M. & Gaines, P. (1991). Collegial Groups in School Improvement: Project SIGN. (Report No. EA 022 840). Chicago, Il: American Educational Research Association. (ERIC Document Reproduction Service No. ED 332 300).

Atman, K. A. (1986). Goal Orientation Index. (Available from Curriculum Innovators and Implementors, Inc., P. O. Box 12868, Pittsburgh, Pa. 15241).

Arbuckle, M. & Murray, L. (1989). Building Systems for Professional Growth. An Action Guide And Handouts, Transparencies, and Readings. (Report No. SP 032 614). Washington, D.C.: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 329 512).

Barth, R. (1990). A Personal Vision Of a Good School. Phi Delta Kappan, 43 (3), p. 512 - 516.

Barth, R. (1990). A Personal Vision Of a Good School. Phi Delta Kappan, 43 (3), p. 513.

Becker, W. (1981). A Collegial Approach to Faculty Development. Educational Leadership, 67(1), p. 19 -25.

Boles, K. & Troen, V. (1992). How Teachers Make Restructuring Happen. Educational Leadership, 63(3), p. 53 - 56.

Boles, K. & Troen, V. (1992). How Teachers Make Restructuring Happen. Educational Leadership, 63(3), p. 54.

Brandt, R. (1987). On Cooperation in Schools: A Conversation with David and Roger Johnson. Educational Leadership, 55 (1), p. 14 - 19.

Capital Area School. (1987). A View From the Inside: A Look at the National Reports. Reports of the Select Seminar on Excellence in Education. (Report No: EA 019 790). Albany, NY: Capital Area School Development Association, Albany, N.Y., Sate University of New York, School of Education. (ERIC Document Reproduction Service No. ED 329 512).

Capital Area School. (1987). A View From the Inside: A Look at the National Reports. Reports of the Select Seminar on Excellence in Education. (Report No: EA 019 790). Albany, NY: Capital Area School Development Association, Albany, N.Y., Sate University of New York, School of Education. (ERIC Document Reproduction Service No. ED 329 512), p. 15.

Conley, S., Schmidle, T. & Shedd, J. (1988). Teacher Participation in the Management of School Systems. Teacher College Record, 90 (2), p. 259 - 279.

County Comprehensive Plan. (1990). [County Comprehensive Plan]. Unpublished raw data.

Free and Reduced Lunch Guidelines. (1992). Free and Reduced Lunch Form. (Available from [name withheld]).

Gordon, T. (1985, June). A Credo, For My Relationships with Others. Paper presented at the meeting of the Effectiveness Training Program, Solana Beach, Ca.

Joyce, B., Murphy, C., Showers, B. & Murphy, J. (1989). School Renewal as Cultural Change. Educational Leadership, 44(11), p. 70 - 77.

Miller, R. & Bosness, J. (1987). A Building Level Support System for Elementary and Secondary Teachers. (Report No. RC 017 137). Bismack, ND: State Department of Education Department, Conference of the National Rural Education Association. (ERIC Document Reproduction Service No. ED 309 100).

Minnesota State Department of Education. (1985). Organizational Characteristics: Collaborative Planning and Collegial Relationships. (Report No. EA 017 859). St. Paul, Minnesota: Minnesota State Department of Education. ((ERIC Document Reproduction Service No. ED 258 361).

Minnesota State Department of Education. (1985). Organizational Characteristics: Collaborative Planning and Collegial Relationships. (Report No. EA 017 859). St. Paul, Minnesota: Minnesota State Department of Education. ((ERIC Document Reproduction Service No. ED 258 361), p. 6.

National School Public Relations Association. (1991). Team Building 2000: Working Together To Manage Change. (Available from [NSPRA, 1501 Lee Highway, Suite 201, Arlington Va. 22209]).

Nova University. (1990). Leadership for Education And Change, Agendas for Professional Growth. Unpublished manuscript, Nova University, Summer Institute In School Management in Leadership Education, Florida.

Redding, N. (1990). The Empowering Learners Project. Educational Leadership, 64(2), P. 46 -28.

Regan, H. (1989). The Dailiness of School Collaboration. (Report No. EA 012 079). Hartford, Conn: State Department of Education. (ERIC Document Reproduction Service No. ED 332 264).

Rothberg, R. & Bozeman, N. (1990). Restructuring: A School - Based Plan of Action. (Report No. EA 022 454). Atlanta, Ga: Southern Regional Council for Educational Administration. (ERIC Document Reproduction Service No. ED 325 961).

Saphier, J. & King, M. (1985). Good Seeds Grow in Strong Cultures. Educational Leadership, 67(3), p. 67 -74.

Saphier, J. & King, M. (1985). Good Seeds Grow in Strong Cultures. Educational Leadership, 67(3), p. 72.

Scott, J. & Smith, S. (1987a). Collaborative Schools. ERIC Digest Series, Number 22. (Report EA 019 895). Eugene, Oregon: ERIC Clearinghouse on Educational Management, Office of Educational Research and Improvement, Washington, D.C. (ERIC Document Reproduction Service No. ED 290 233).

Scott, J. & Smith, S. (1987b). From Isolation to Collaboration: Improving the Work Environment of Teaching. (Report No. EA 019 730). Elmhurst, Il: North Central Regional Lab. (ERIC Document Reproduction Service No. ED 287 215).

Scott, J. & Smith, S. (1988). The Collaborative School: A Work Environment for Effective Instruction. National Association of Secondary School Principals. (Report NASSP). Eugene, Oregon: ERIC Clearinghouse on Educational Management, University of Oregon.

Smith, S. (1989). The Collaborative School Takes Shape. JOPERD, 55(9), 43-47.

Smith, S. & Scott, J. (1989). Encouraging School Staff to Collaborate For Instructional Effectiveness. (Report No. A 021 302). Oregon School Study Council. (ERIC Document Reproduction Service No. ED 310 557).

Small, S. (1990). Decision-making and Professional Development. A focus on the Individual. (Report No. 032 874). Orlando, Fl: Annual Conference of the National Council of States on Inservice Education. (ERIC Document Reproduction Service No. ED 328 534).

Southern Association School Accreditation Committee. (1991). [Five Year Review]. Unpublished Raw Data.

School Needs Assessment Plan. (1992). [Accountability, Department of Education]. Unpublished Raw Data.

Sudderth, C. (1989). The Social Battleground of School Improvement When a Troubled School is Impacted by an Intensive Renewal Program. (Report No. EA 021 090). San Francisco, Calif: American Educational Research Association. (ERIC Document Reproduction Service No. ED 310 492).

Theel, R. (1990). Using the "Issues Analysis Team" Concept to Develop Administrative Potential. (Report No. EA 022 039). Syracuse City Schools. (ERIC Document Reproduction Service No. ED 321 387).

Weber, M. & Karman, T. (1989). Graphite into Diamonds: Using Teams to Strengthen Intracollegial Interaction. Educational Leadership, 14(1), p. 49 - 55.

Weber, M. & Karman, T. (1989). Graphite into Diamonds: Using Teams to Strengthen Intracollegial Interaction. Educational Leadership, 14(1), p. 52.

APPENDIX A

SPOTLIGHT PROGRAM NEEDS ASSESSMENT

Appendix A

Spotlight Program Needs Assessment

1. How often do you talk with other teachers about your approach to the following?

	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
Curriculum planning	____	____	____	____	____
Grading methods	____	____	____	____	____
Teaching lessons	____	____	____	____	____
Discipline practices	____	____	____	____	____
Manner of working with students	____	____	____	____	____

2. How often do you talk with other teachers about

	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
Curriculum plans for a class	____	____	____	____	____
Schedule of teaching activities	____	____	____	____	____
Student reactions to a specific lesson	____	____	____	____	____
Getting teaching resources or supplies	____	____	____	____	____
Learning needs of particular students	____	____	____	____	____
Personal gripes or concerns about work	____	____	____	____	____
Matters unrelated to school and teaching	____	____	____	____	____

3. How often have you

	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
Observed other teachers in their classrooms					
Been observed while you teach	____	____	____	____	____
Discussed instructional methods with other teachers	____	____	____	____	____
Planned and designed instructional materials with other teachers	____	____	____	____	____
Offered help to other teachers on instructional methods and strategies	____	____	____	____	____
Taught a new instructional method by a colleague	____	____	____	____	____

4. How often do you talk with the principal or other building administrators about the following?

	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
Curriculum plans for a class	____	____	____	____	____
Schedule of teaching activities	____	____	____	____	____
Student reactions to a specific lesson	____	____	____	____	____
Getting teaching resources or supplies	____	____	____	____	____
Learning needs of particular students	____	____	____	____	____
Personal gripes or concerns about work	____	____	____	____	____
Matters unrelated to school and teaching	____	____	____	____	____

APPENDIX B

SPOTLIGHT PROGRAM QUESTIONNAIRE

Appendix B

Spotlight Program Questionnaire

Please circle yes or no to each statement.

1. Was the time allotted for the spotlight program enough time for encouraging communication among all members of the school staff? Yes No

2. Did the communication between all teachers and school personnel at this school site change after the spotlight program began? Yes No

3. Did the program provide for a network of frequent communication between teacher and all school personnel? Yes No

4. Did you make a list of the presenters' topics, strategies, methods, resources and will you attempt to utilize the presenter and the resources in your own classroom? Yes No

5. Is there a higher degree of trust among all members of the school site and is conflict dealt with openly and worked through? Yes No

6. Did the spotlight program inform and initiate effective procedures to guide school functioning and an awareness of educational reform in a friendly and non-threatening manner? Yes No

7. Did the spotlight program introduce you to a new way of doing things with a creative approach? Yes No

8. Do you feel more comfortable with sharing your materials and ideas with others? Yes No

9. Did you try to interact with all teachers and school personnel at this school site for the purpose of getting to know them? Yes No

10. Whether you are a new teacher, an existing teacher or a member of the school personnel, have you become more familiar with your colleagues roles at this school's workplace? Yes No

APPENDIX C

SPOTLIGHT PROGRAM EVALUATION

Appendix C

Spotlight Program Evaluation

Please circle your response to each question. You may choose more than one response to a question.

1. The presenters gave information
   a. that was very useful.
   b. that I have already known about.
   c. that aided in the understanding of other teachers' classroom programs, learning styles, teaching styles, management and as a resource for new ideas.
2. The spotlight program meetings have
   a. made me enthusiastic about being a participant in the program.
   b. been very beneficial in helping to relate to others.
   c. been interesting, but I could not take part in all of the activities.
3. The most interesting part of the program was

4. Do you feel this program has helped in building relationships between teachers and school personnel? Has the school climate changed because of this program?

5. During the spotlight program presentations did you gain ideas and knowledge that would alter your teaching methods and approaches? What were the approaches or methods that you used? (Give examples)

APPENDIX D

PORTFOLIO GUIDELINES CHECKLIST

Appendix D

Portfolio Guidelines Checklist

	Yes	No
1. Presenters Outline to each presentation.	___	___
2. Invitations to the spotlight gatherings included themes used for food feasts.	___	___
3. Showed evidence of materials used at each presentation pamphlets, books, etc. (Feedback Form on Presentations)	___	___
4. Documentation of instructional strategies or methods used (if shown) at each individual presentation.	___	___
5. Documentation of activities used during week three of each presenter's spotlight program.	___	___
6. Documentation of activities used during week four of each presenter's spotlight program.	___	___
7. Awards (Examples, pictures)	___	___
8. Team Conference Forms (Meeting Dates)	___	___
9. Picture of your team members.	___	___

Bonus:
10 points most Creative Portfolio.

APPENDIX E

POSITIVE FEEDBACK FORM ON PRESENTATIONS

Appendix E

Positive Feedback Form On Presentations

Use with question #3 on the portfolio guidelines checklist.

1. ______________________ was observed on___________.
(Presenter's name) (Date)

Use a sentence to describe the behavior or what happened.

I saw ____

Positive feedback can include:
I saw .... I observed... I noticed ... I heard ....

2. The topic of the presentation was

Give examples of strategies and methods used during the presentation.

3. What was the objective discussed? Be specific about what you saw.

4. Complete some or all of the following statements:

I observed the way you...

I noticed

I learned

I saw

I heard

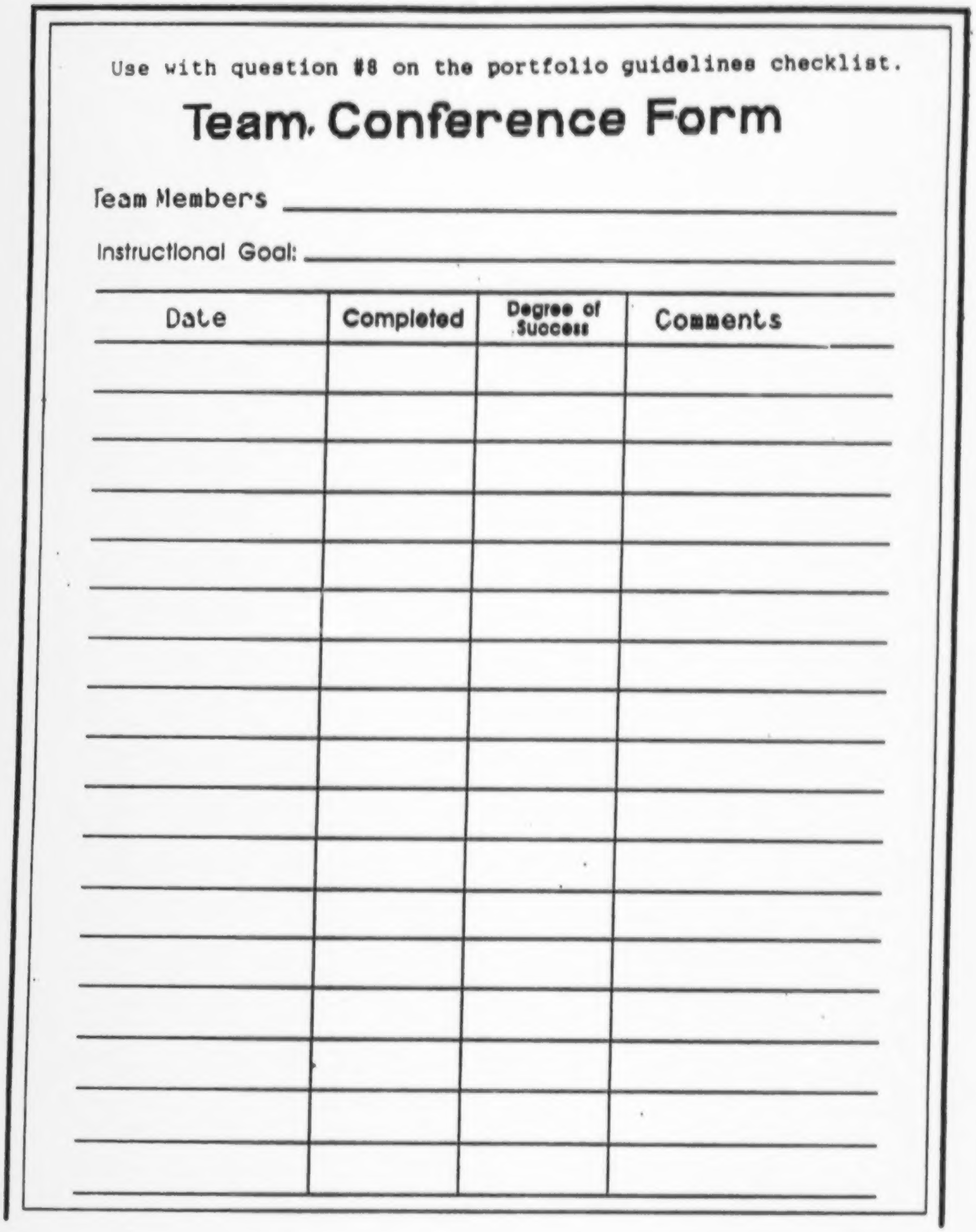
5. (Optional) Describe an alternative approach to share with others.

APPENDIX F

TEAM CONFERENCE FORM

Appendix F

Team Conference Form



Use with question #8 on the portfolio guidelines checklist.

Team Conference Form

Team Members ____________________

Instructional Goal: ____________________

Date	Completed	Degree of Success	Comments

APPENDIX G

SPOTLIGHT AGENDA

Appendix G

Spotlight Agenda

Month - October

Meet with the administrative staff at the school site to set up the Spotlight Program implementation time.

The writer presented the first presentation in October.

Set up individual spotlight presentations from November to May.

Month - November through May

Week One -	Work with each presenter planning and organizing each individual spotlight program.
Week Two -	Spotlight Gatherings During the second Wednesday of each month, November through May, each topic was presented by a school staff member who felt comfortable with presenting the topic to the spotlight program participants.
Week Three -	Teacher Activities A follow up on all presentations was held with all spotlight participants through on-going communication and activities pertaining to the presenters topic.
Week Four -	Team Activities All team activities focused on the teachers and school personnel networking together to build a positive climate at the school site.

Note: The four week agenda was followed during each monthly presentation.

Appendix G

Spotlight Program - Planning Presentations
Schedule of Events for Week One

Month / Week -	Presentation Topic/ Theme
October	Portfolio Assessment Octoberfest
November 2 - 6	Odyssey of the Mind Theatrical
December 1 - 4	Technology and Computers Jamaican Christmas
January 4 - 8	Testing / African Culture Jazz
February 1 - 5	New Roles For Teachers Mexico
March 1 - 5	Special Arts Mardi Gras
April 5 - 9	Reading and Communication Vikings
May 3 - 7	Grant Writing / Paraprofessionals Jobs / Solving Conflict with Kids Hawaii

May 24 - 28 Evaluation of the Spotlight Program

May 28 Awards Day

APPENDIX H

SPOTLIGHT GATHERING MEETING AREA (CAFETERIA)

Appendix H

Spotlight Gathering Meeting Area (Cafeteria)

Appendix H

Appendix H

Appendix H

BEST COPY AVAILABLE

Appendix H

APPENDIX I

SPOTLIGHT ATTENDANCE SHEET AND CHECKLIST

Appendix I

Spotlight Attendance Sheet and Checklist

School Personnel and Teachers on staff at

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.
31.
32.
33.
34.
35.
36.
37.
38.
39.
40.
41.
42.
43.
44.

The Vikings

Presented by

Spotlight Program

Appendix I

School Personnel and Teachers on staff at

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.
31.
32.
33.
34.
35.
36.
37.
38.
39.
40.
41.
42.
43.
44.

Appendix I

APPENDIX J

TEAM PICTURES

Appendix J

Team Pictures

APPENDIX K

SPOTLIGHT PRESENTATION PACKETS

Appendix K

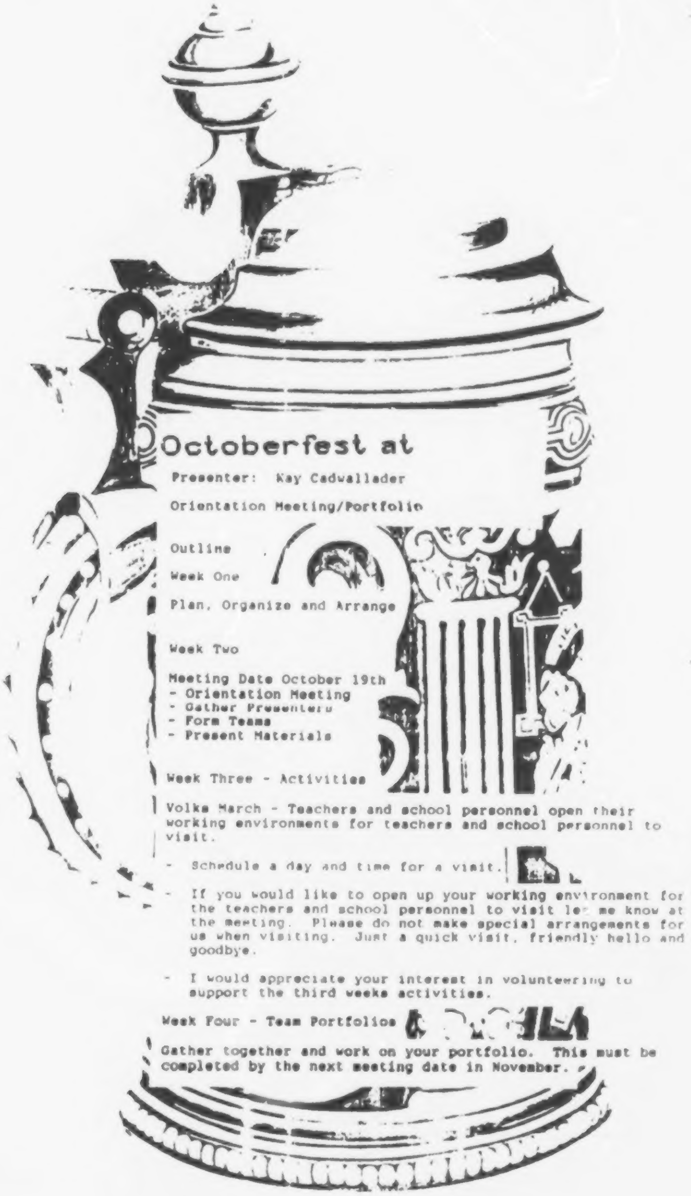
Spotlight Presentation Packets

APPENDIX L

SPOTLIGHT PRESENTATION OUTLINE

Appendix L

Spotlight Presentation Outline



Octoberfest at

Presenter: Kay Cadwallader

Orientation Meeting/Portfolio

Outline

Week One

Plan, Organize and Arrange

Week Two

Meeting Date October 19th
- Orientation Meeting
- Gather Presenters
- Form Teams
- Present Materials

Week Three - Activities

Volks March - Teachers and school personnel open their working environments for teachers and school personnel to visit.

- Schedule a day and time for a visit.
- If you would like to open up your working environment for the teachers and school personnel to visit let me know at the meeting. Please do not make special arrangements for us when visiting. Just a quick visit, friendly hello and goodbye.
- I would appreciate your interest in volunteering to support the third weeks activities.

Week Four - Team Portfolios

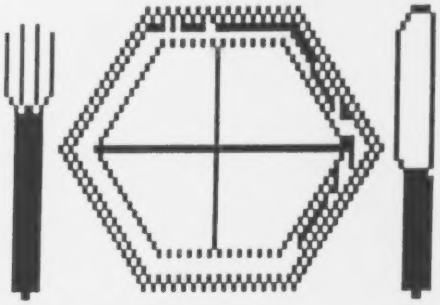
Gather together and work on your portfolio. This must be completed by the next meeting date in November.

Appendix L

TO:Spotlight Members
RE: Mardi Gras Activities

MEMO

Week 1 Plan
Week 2 Presentation
Week 3 Activity
Week 4 Team Meets



* Week 3 Activity - All participants will design a mask. All masks will be on display during the last week of the Mardi Gras presentation. Be creative, you can use any materials but please include the mask.

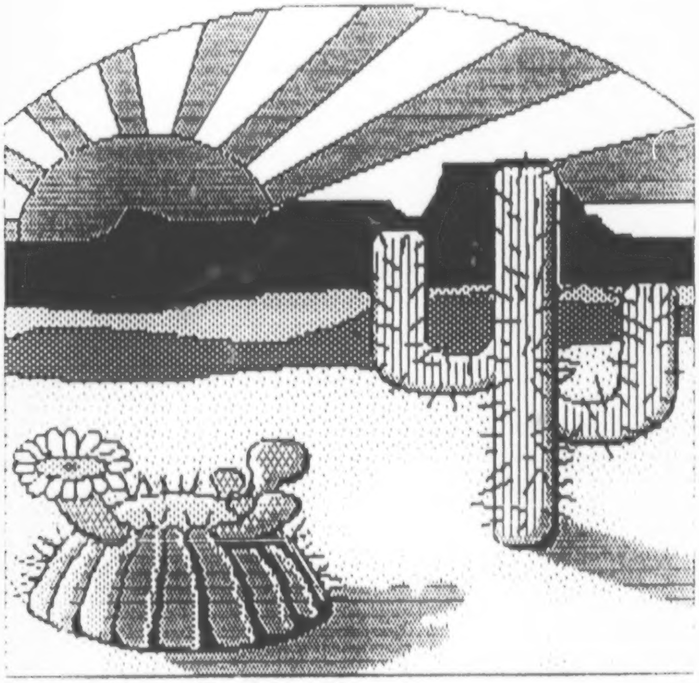
Spotligth Program

See you at Breakfast in the Library!

7:15 a.m.

Thank YOU, Kay Cadwallader

Appendix L



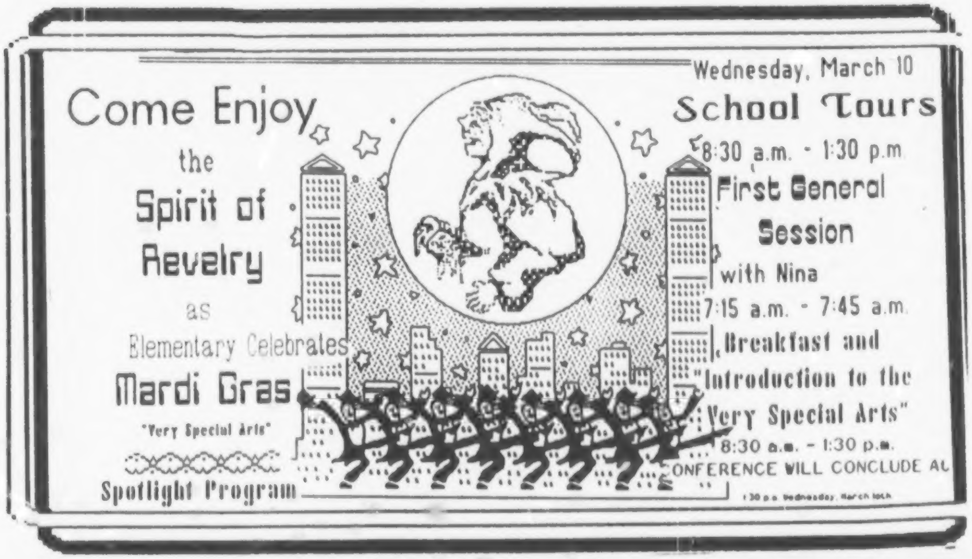
New Roles for Teachers
Week 1 - Planning the program
Week 2 - Fiesta
Week 3 - Activities
Week 4 - Team Work!
Theme: Mexico

APPENDIX M

SPOTLIGHT PROGRAM INVITATIONS

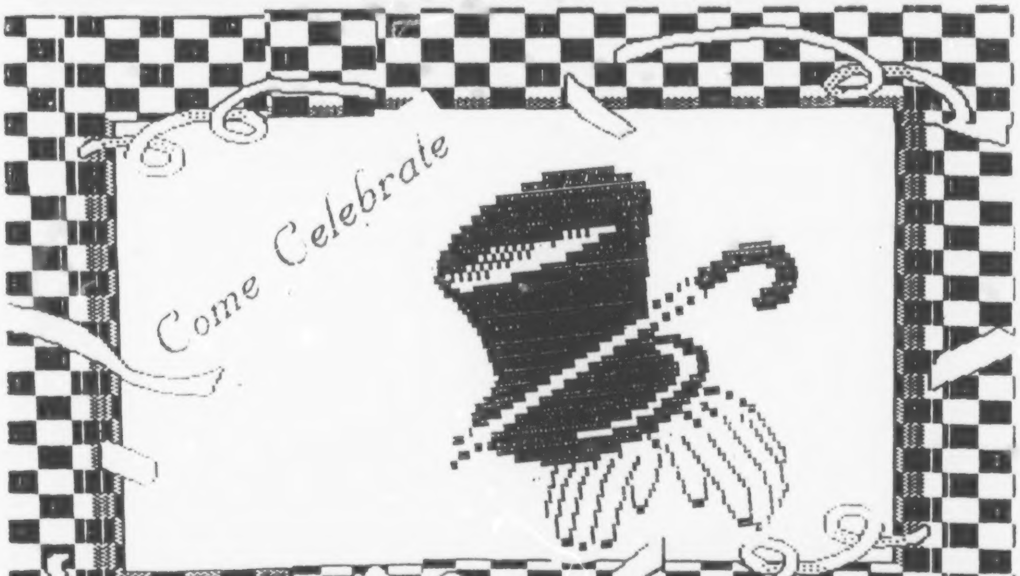
Appendix M

Spotlight Program Invitations

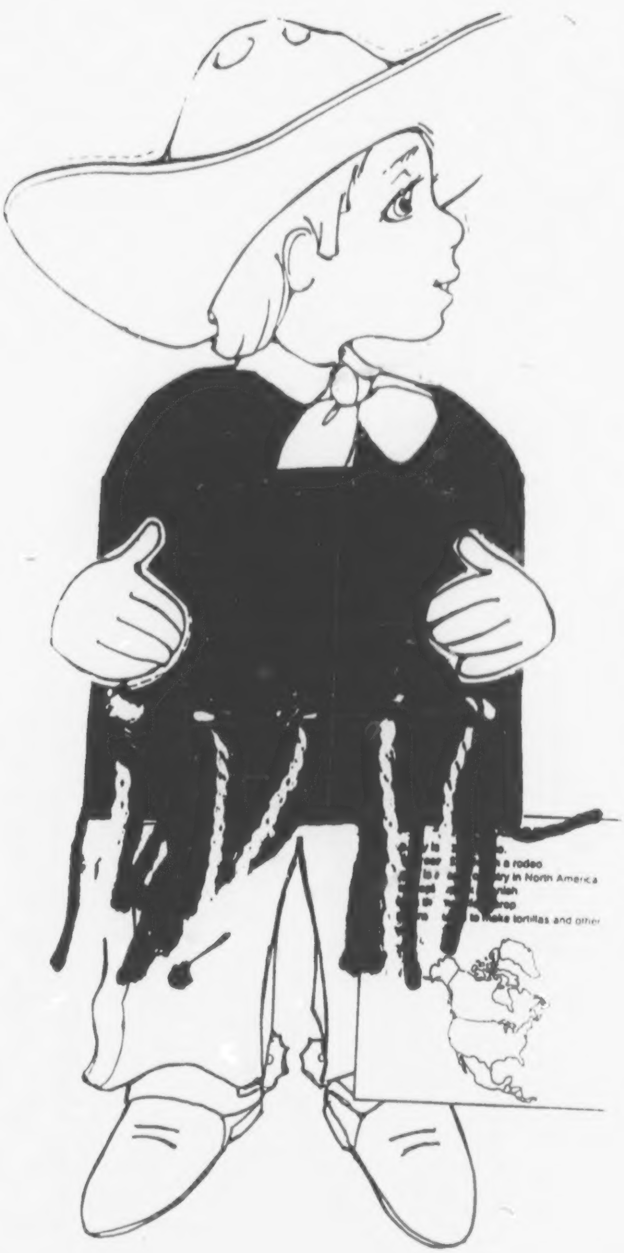


Come Enjoy
the
Spirit of
Revelry
as
Elementary Celebrates
Mardi Gras
"Very Special Arts"
Spotlight Program

Wednesday, March 10
School Tours
8:30 a.m. - 1:30 p.m.
First General
Session
with Nina
7:15 a.m. - 7:45 a.m.
Breakfast and
"Introduction to the
Very Special Arts"
8:30 a.m. - 1:30 p.m.
ONFERENCE WILL CONCLUDE AL
1:30 p.m. Wednesday, March 10th



Appendix M


a rodeo
ry in North America
nish
rop
to make tortillas and other

APPENDIX N

SPOTLIGHT PROGRAM PRIZES

Appendix N

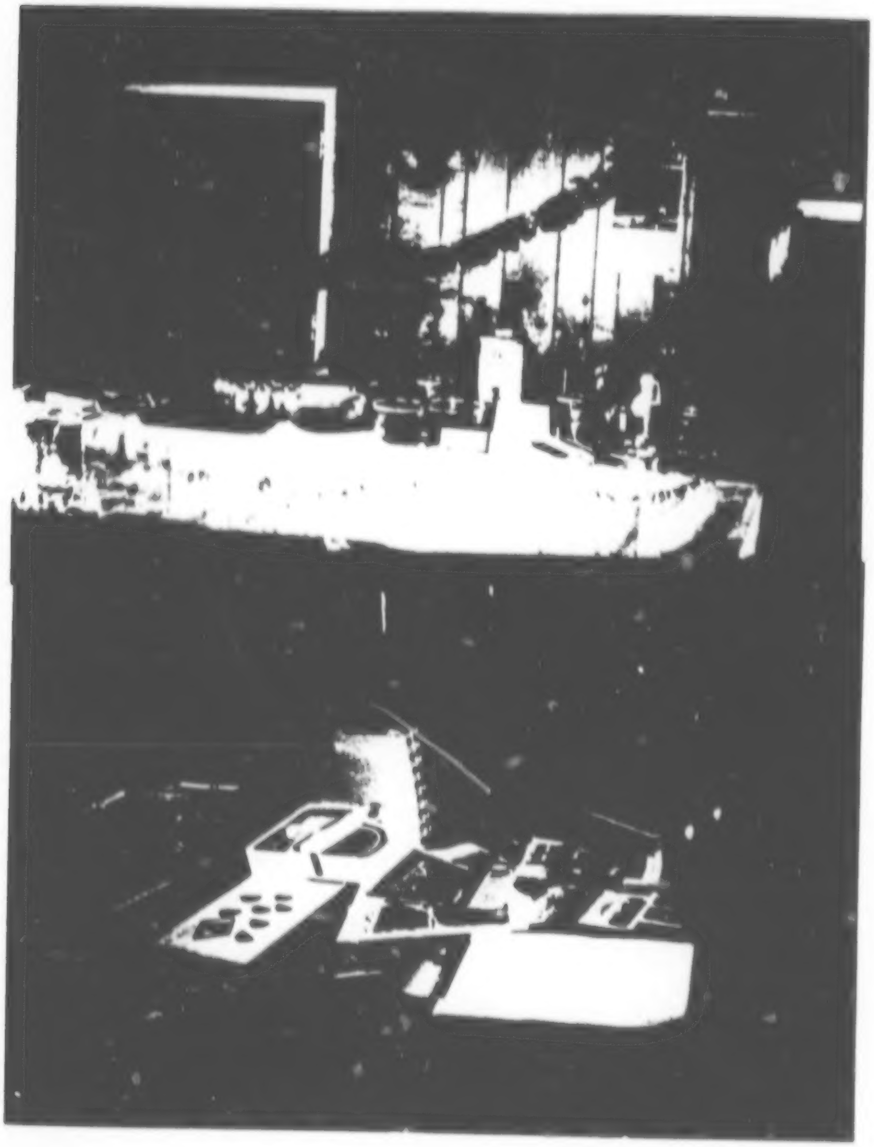
Spotlight Program Prizes

APPENDIX O

SPOTLIGHT GATHERING FOOD FEAST

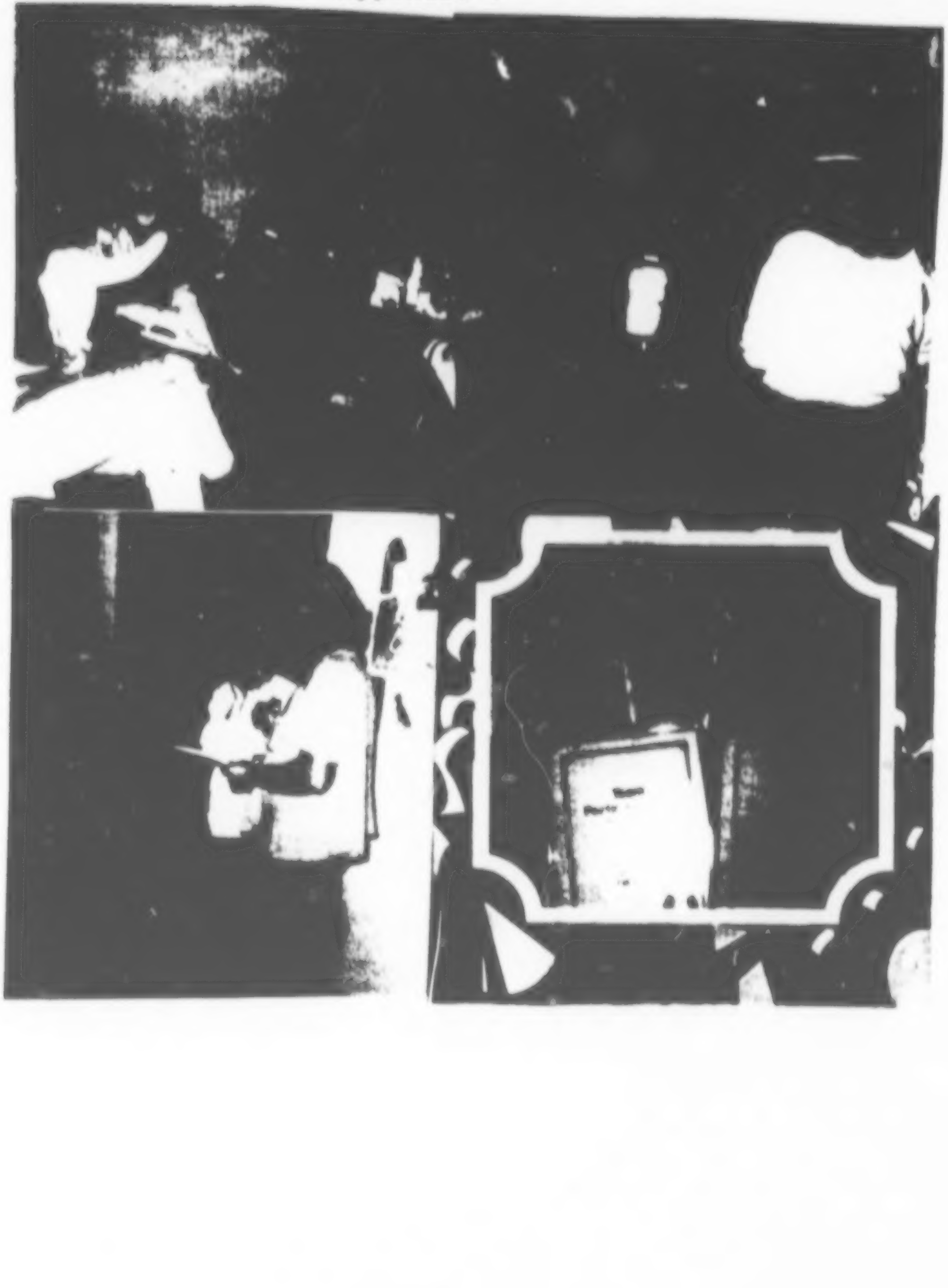
Appendix O

Spotlight Program Food Feast



Appendix O

Appendix O

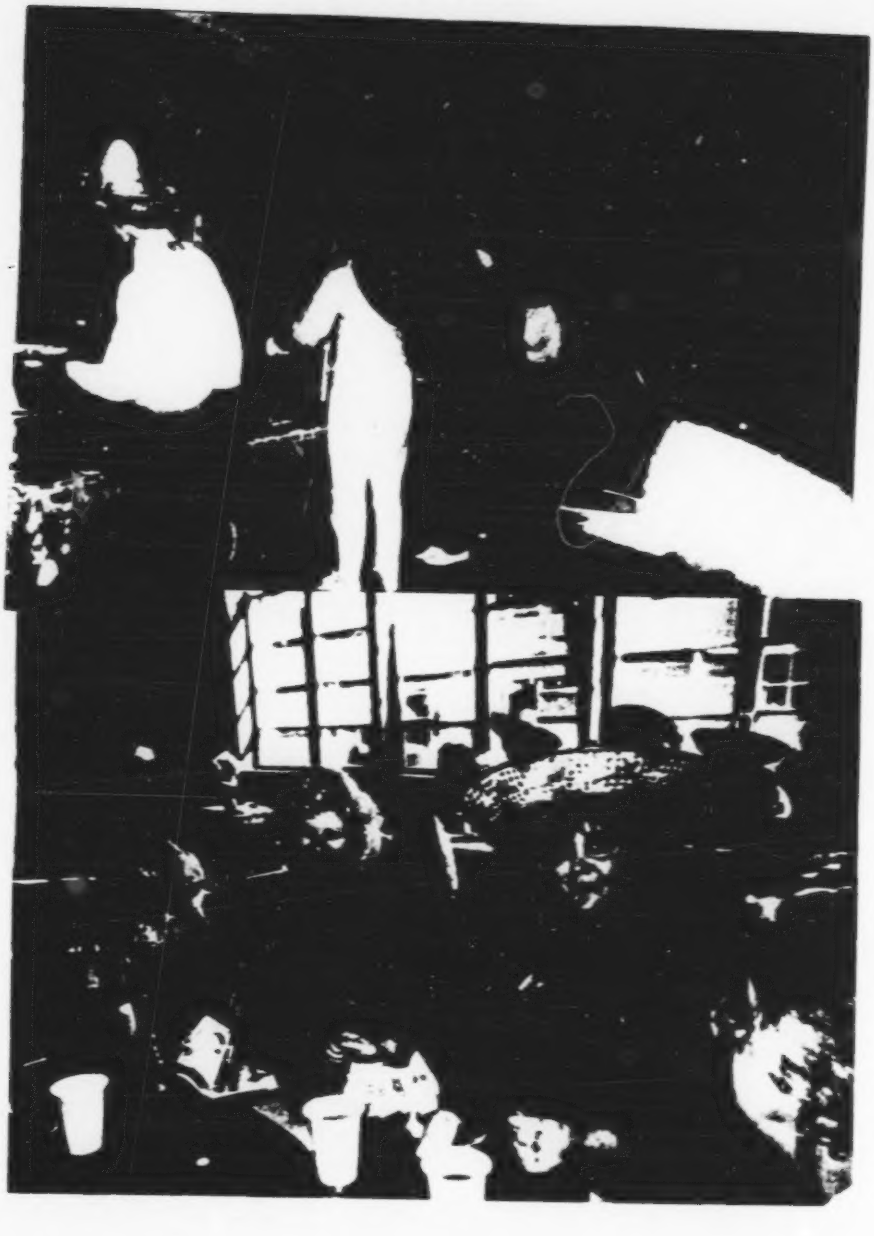


APPENDIX F

SPOTLIGHT GREETINGS

Appendix P

Spotlight Greetings



APPENDIX Q

SPOTLIGHT PRESENTERS

Appendix Q

Spotlight Presenters

Appendix Q

Appendix Q

Appendix Q

Appendix Q

Appendix Q

APPENDIX R

ODYSSEY OF THE MIND PROBLEM

Appendix R

Odyssey of the Mind Problem

HISTORY - THE WAY IT WASN'T

INTRODUCTION

What do you remember about the last presidential election? Chances are you were too young or just didn't pay much attention to the campaign.

Get ready to take part in the most creative presidential campaign in the history of the United States of America.

THE PROBLEM

Your team's problem is to create and perform a skit that includes an original presidential campaign. The campaign must take place in the "good old" United States of America. During the performance, the team must explain its party platform.

LIMITATIONS

1. The time limit for the competition, including setup, style, and performance is eight minutes.

2. The Presidential campaign must:

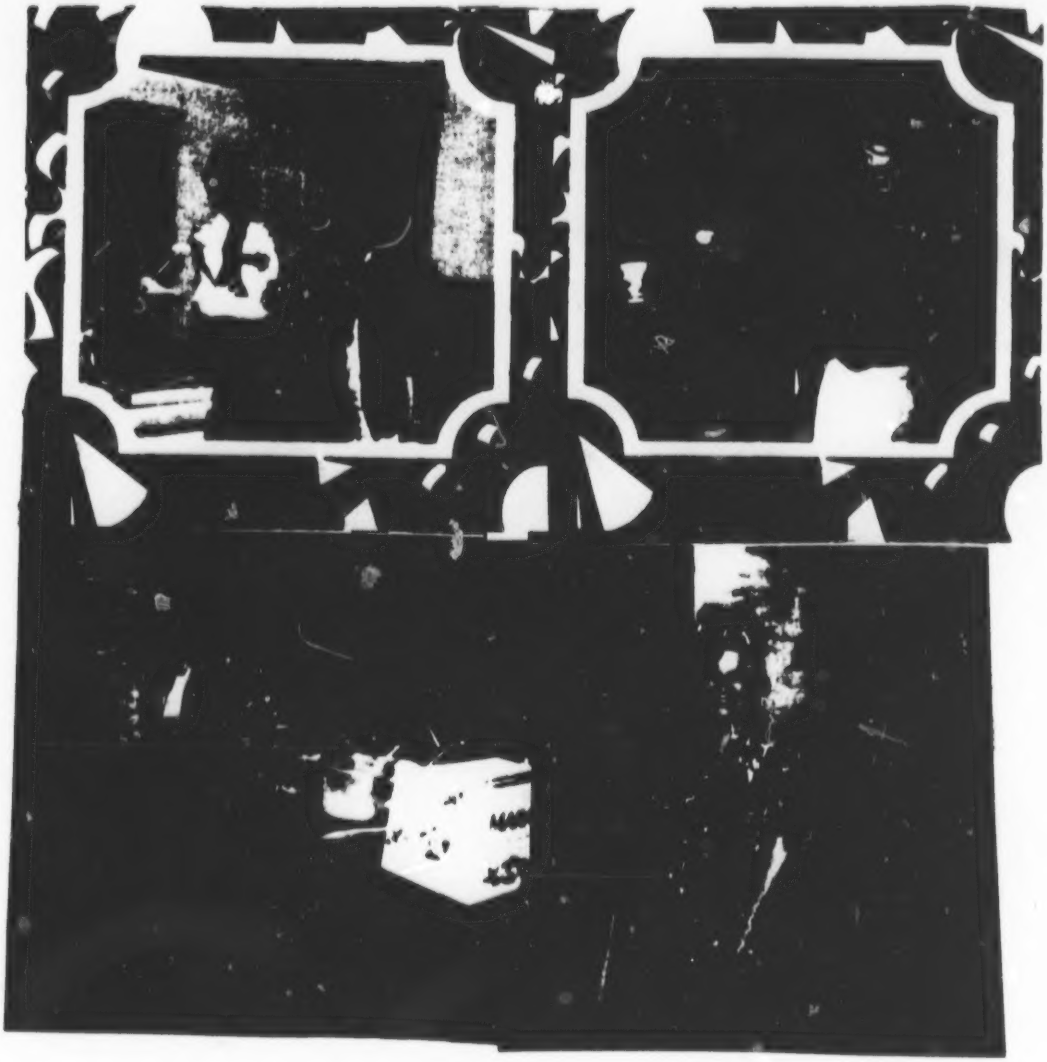
   A. Choose a famous person living or dead as your presidential candidate.
   B. Determine your choice of a Vice Presidential running mate by evaluating your Presidnetial candidate's strengths and weaknesses. (Look for a person who will balance your ticket.)
   C. The Vice Presidential running mate must be a fictitious character.
   D. Create and present a 30 second TV ad for your presidential candidate. (This can not be over 45 seconds!)
   E. Seek the endorsement of a special interest group.
   F. Create your own political party be deciding on a name, symbol and platform.
   G. Present at a news conference at least three political issues.
   H. The presentation may:
      1. Be set at any time and the period may change at any time.
      2. Be humorous or serious. Humor or dramatic effect may be chosen as a style free choice.

CREATIVE EMPHASIS of this problem is to select Presidental and Vice Presidental running mates and creatively take them through the election process.

APPENDIX S

TECHNOLOGY AND COMPUTERS

Appendix S



APPENDIX T

ACTIVITIES: PHONE BOOK, AFRICAN NECKLACE, AND COLLEGEAGUE MAP

Appendix T

Phone Book, African Necklace, Colleague Map

Phone Numbers

Name ______________________

Address ______________________

Phone# ______________________
Home Bus.

Name ______________________

Address ______________________

Phone# ______________________
Home Bus.

Name ______________________

Address ______________________

Phone# ______________________
Home Bus.

Name ______________________

Address ______________________

Phone# ______________________
Home Bus.

Name ______________________

Address ______________________

Phone# ______________________
Home Bus.

Name ______________________

Address ______________________

Phone# ______________________
Home Bus.

Name ______________________

Address ______________________

Phone# ______________________
Home Bus.

Name ______________________

Address ______________________

Phone# ______________________
Home Bus.

Name ______________________

Address ______________________

Phone# ______________________
Home Bus.

Name ______________________

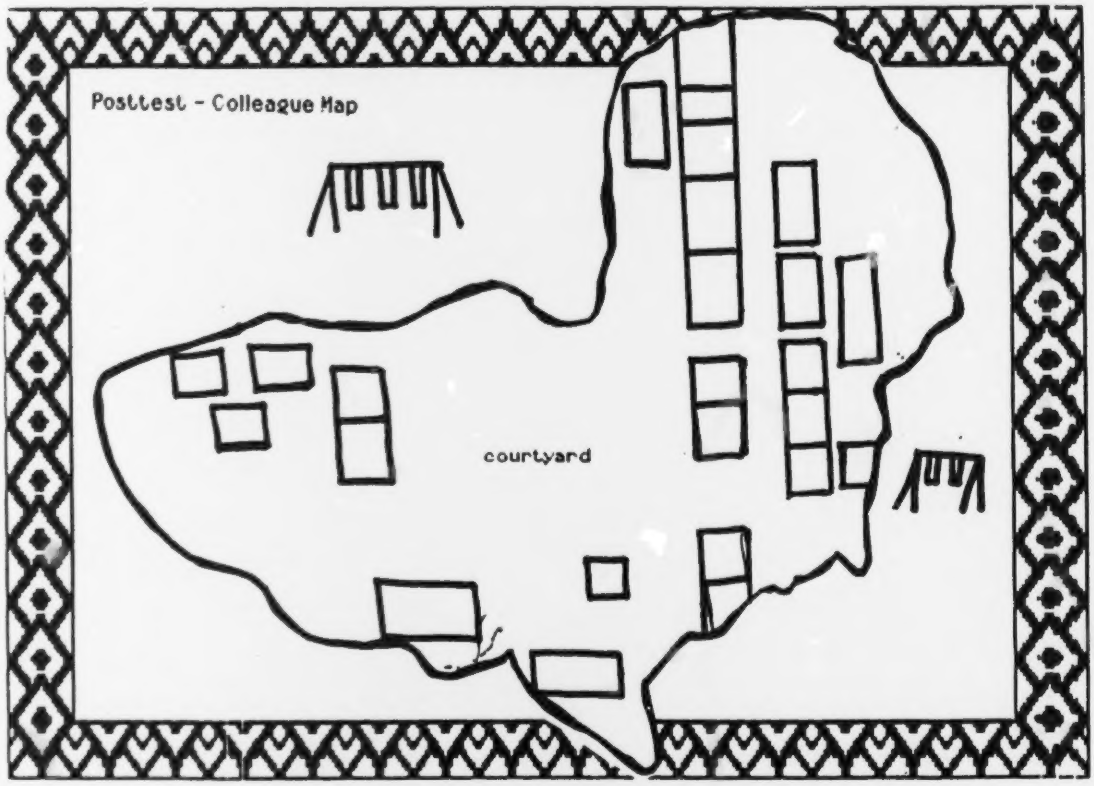
Address ______________________

Phone# ______________________
Home Bus.

Appendix T

Hh
Oo Pp
Qq Rr

Appendix T


Posttest - Colleague Map
courtyard

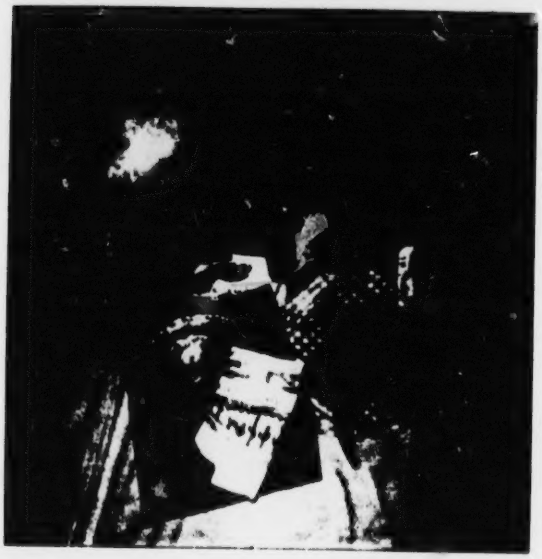
Elementary Colleague Map

APPENDIX U

MEXICAN ACTIVITIES

Appendix U

Mexican Activities

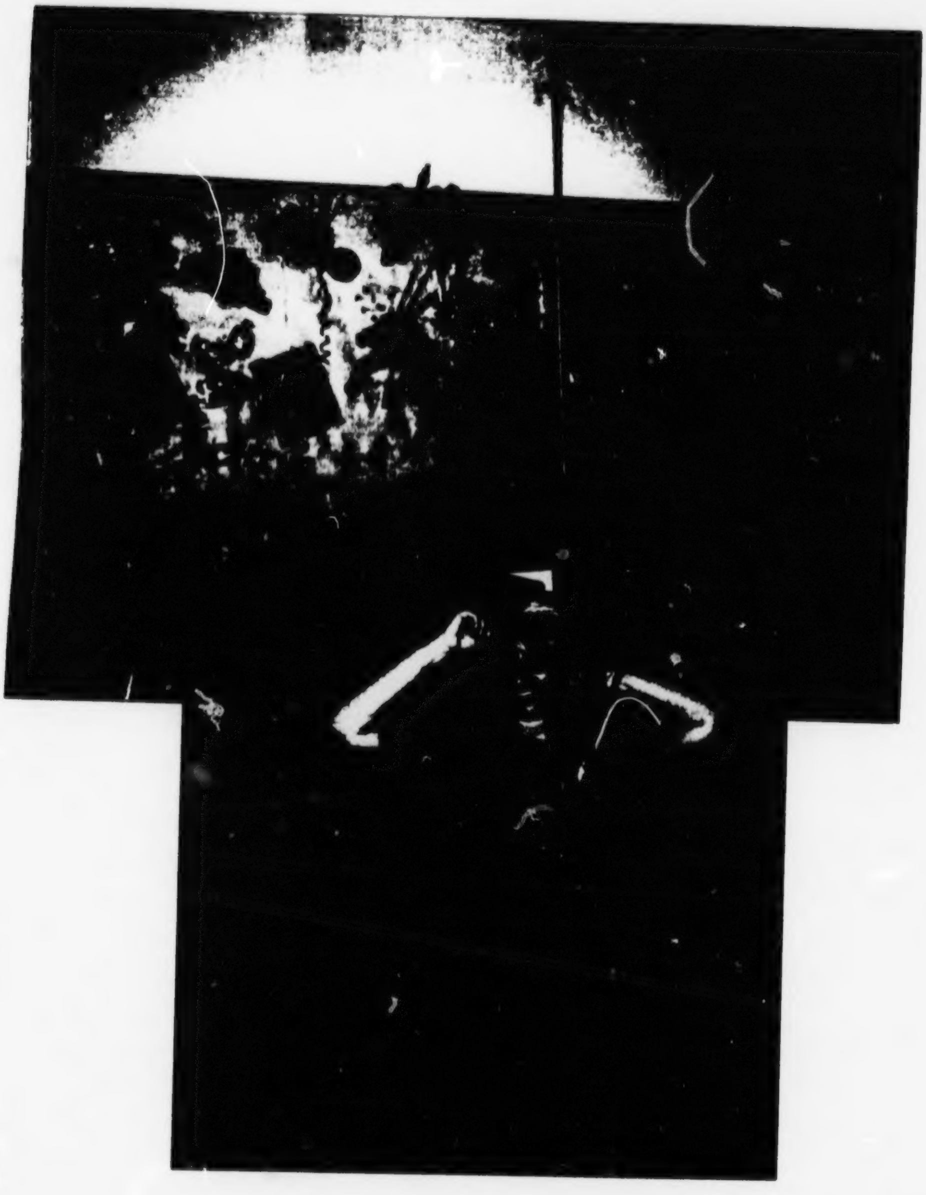


APPENDIX V

MARDI GRAS MASKS AND ACTIVITIES

Appendix V

Mardi Gras Masks and Activities



Appendix V

Special Arts
SEMINO

APPENDIX W

VIKING FLOWER EXCHANGE

Appendix W

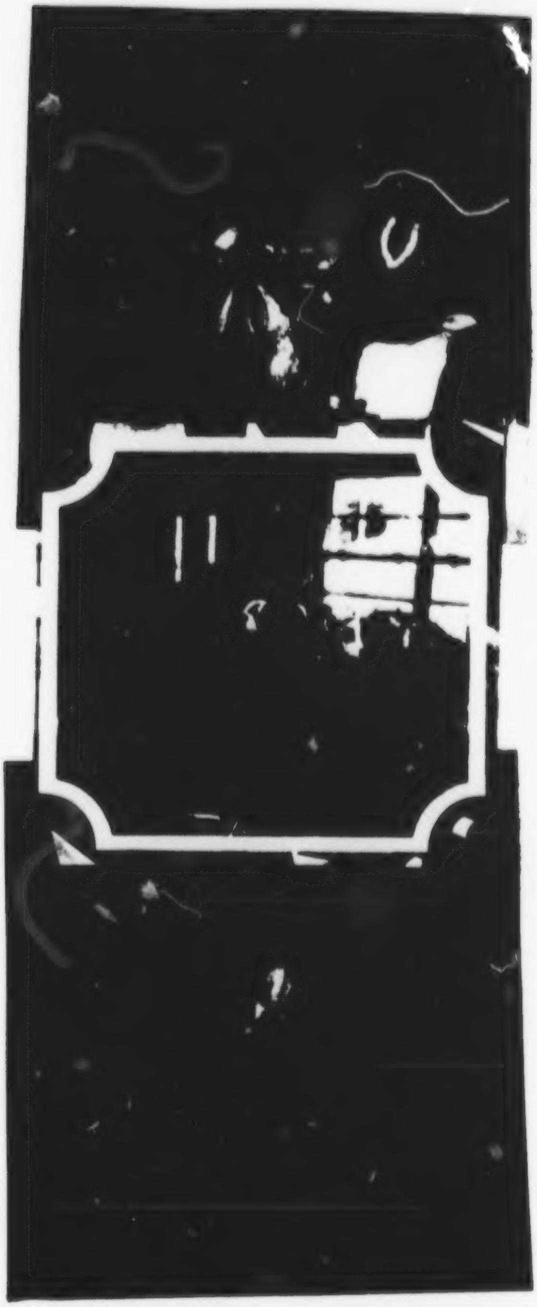
Viking Flower Exchange

APPENDIX X

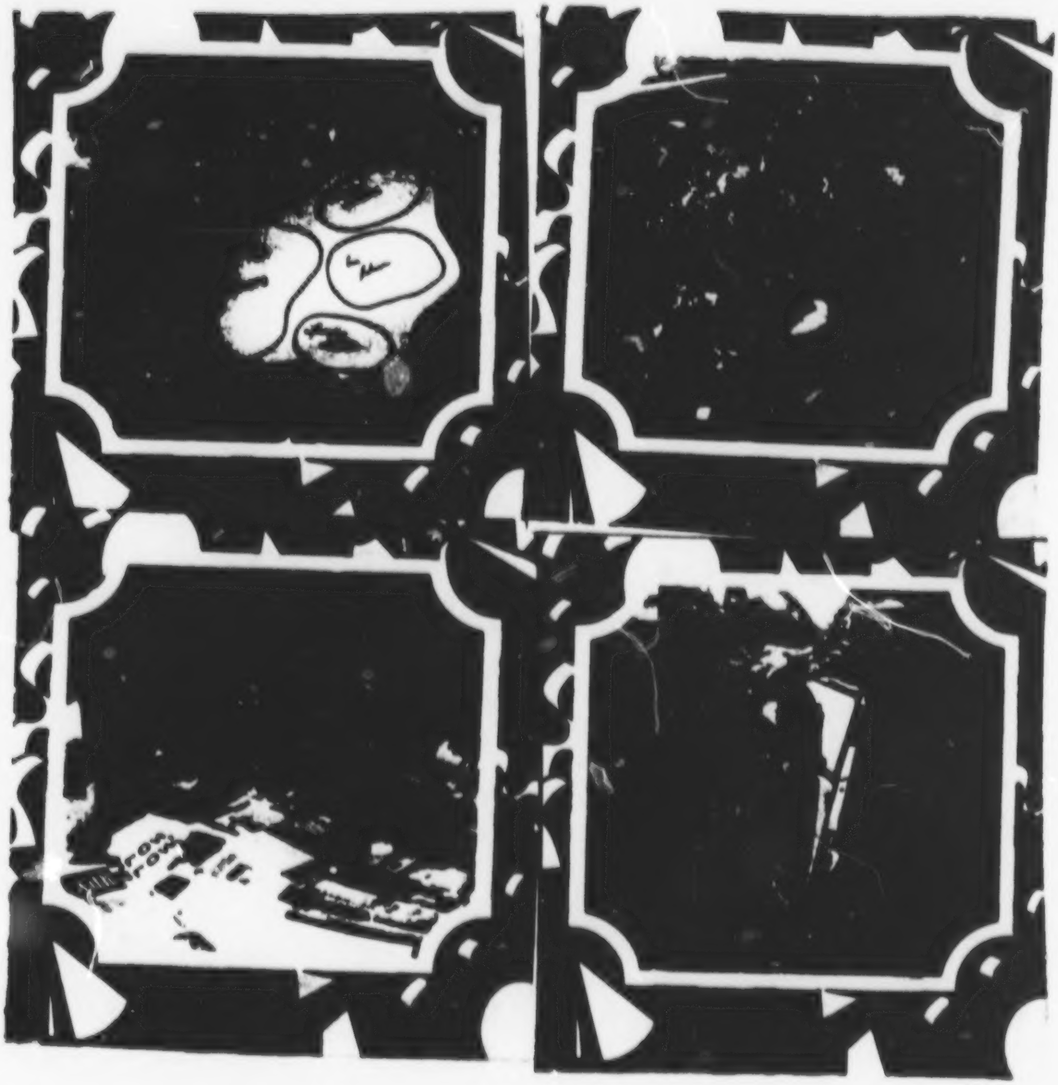
HAWAIIAN LUAU & PORTFOLIO'S

Appendix X

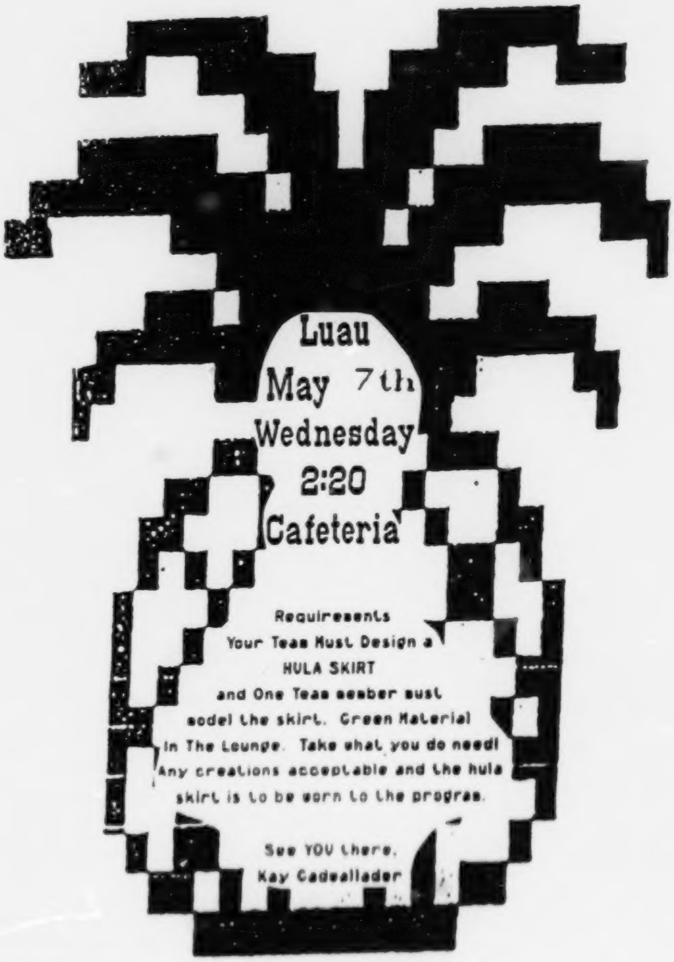
Hawaiian Luau & Portfolio's



Appendix X



Appendix X



Luau
May 7th
Wednesday
2:20
Cafeteria

Requirements
Your Team Must Design a
HULA SKIRT
and One Team member must
model the skirt. Green Material
in The Lounge. Take what you do need!
Any creations acceptable and the hula
skirt is to be worn to the program.

See YOU there,
Kay Cadwallader

Appendix X

Spotlight Programs For Eight Months

October - Kay Cadwallader
Octoberfest/Portfolio Assessment/Volks March/Ideas Sharing

November -
OM/Creativity/Play or Alternative Written Pre/Posttest

December -
Jamaica Christmas/Technology/Hands on Pre/Posttest/
Alternative written test

January -
Testing/African Culture/Jazz/ Testing - Written Pre/Posttest
African Culture/Pretest- Beads/ Posttest - Map of Elementary
Faculty and Staff (School Climate)

- Midpoint Review - Learning Styles test to determine if you are a controller, analyzer, promoter, supporter.
  Goal Orientation Index

February -
New Roles For Teachers/Mexico/Pre/Posttest Written/
Team Activities - Create a Flower, Mexican Flag, Maracas, Ojo De Dios Ornament, Clay Bowl.

March -
Very Special Arts/Mardi Gras/Breakfast/Written Pre/posttest
Team Activity - Visit the Very Special Arts Program

April -
Reading/Communication-Vikings/ Hands-on pretest/ Flower Trade
Pre/Posttest

……

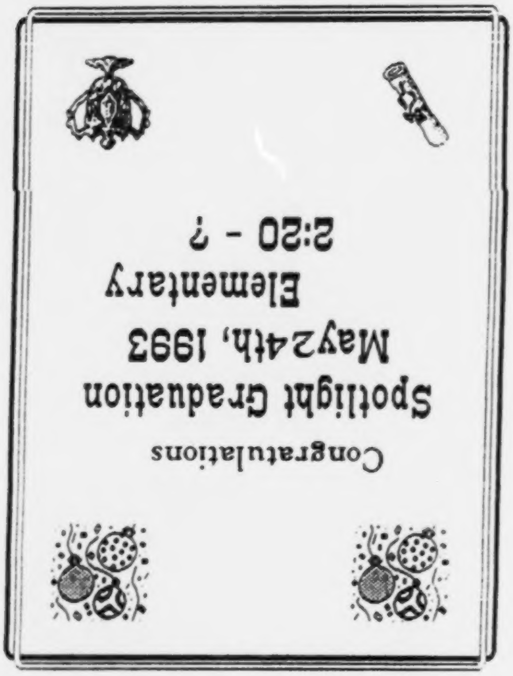
May - Hawaii - Luau

- Grant Writing
- Pre/Posttest- Paraprofessionals Jobs
- Problem Solving Student Conflict

Spotlight Meeting MAY 24th at 2:20. Do Not Forget Your Portfolio. Follow the Portfolio Criteria Checklist Sheet, and please have your Positive Feedback for Presenters Forms and Team Conference Form included in your portfolio.
Last Meeting!

- Evaluation of the Spotlight Program

Appendix X



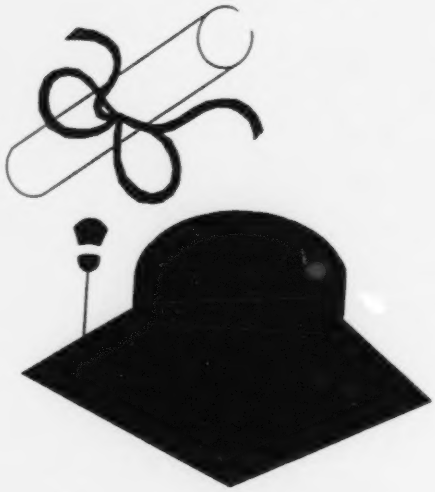
Congratulations

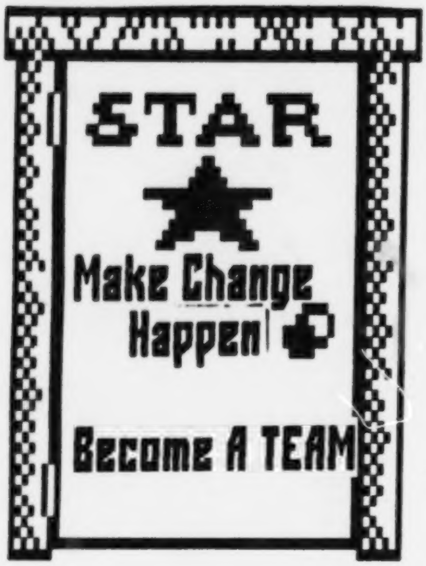
Spotlight Graduation

May24th, 1993

Elementary

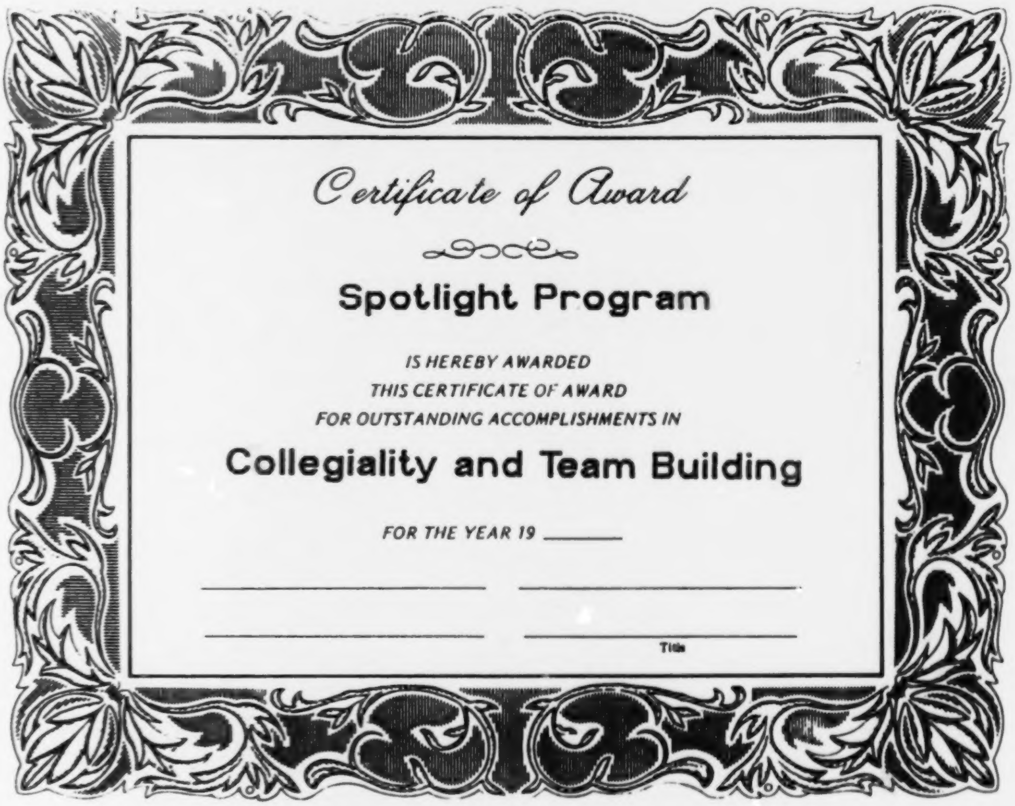
2:20 - ?




STAR
Make Change Happen!
Become A TEAM

Spotlight Program

Appendix X



Certificate of Award

Spotlight Program

IS HEREBY AWARDED
THIS CERTIFICATE OF AWARD
FOR OUTSTANDING ACCOMPLISHMENTS IN

Collegiality and Team Building

FOR THE YEAR 19 ______

Title